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ABSTRACT

This workbook is one component of the Career Survival Kit prepared for teenage parents in Wisconsin. Designed to be used with a companion visual," Teenage Parents; Making It Work," (one of the two visuals included in the complete kit) the workbook information and activities for teens to use to strengthen their skills in the following areas: creating a support network; self-awareness and self-esteem; values; communication; making decisions; managing time; budgeting skills; establishing paternity; developing knowledge and awareness of child abuse and prevention; and child care choices. Learning activities include self-assessment questionnaires, budgets, priority lists, resource suggestions, listening exercises, and decision-making activities. (KC)

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career survival kit for TEEN EDUCATION & EMPLOYMENT

Life Skills Workbook:
A Guide to Personal Growth

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Life Skills Workbook: A Guide to Personal Growth

by
A. Frances Lindner

Vocational Studies Center
School of Education
University of Wisconsin

September, 1987

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DEDICATION

I would like to dedicate this Workbook to the teenage parents who participated in its development. Namely, those students from Wisconsin schools including: Beloit Memorial High School, the Racine District Assessment Center, Reuther Alternative High School of Kenosha, Milwaukee Spectrum, Inc. of Milwaukee, and Hudson High School. Their suggestions, comments, and personal histories were invaluable in the development of the Workbook.

ACKNOWLEDGEMENTS

Many people helped in the development of this Workbook providing personal histories, suggestions for contents, reviews, resources, technical assistance, and support. To all of you I wish to express my deep appreciation for your help.

I wish to thank Barbara Dougherty for the invaluable contributions she made to this project. Her support, encouragement, and motivation has been my source of strength.

A very special thanks to the Vocational Studies Center staff who generously devoted much of their time and creativity to the preparation of this Workbook. In particular, thank you to Patty Patterson who devoted many long hours working with revisions and Terri Lynn Bleck for her creativeness with the graphics.

Nancy Howard and Leanne Law edited this Workbook. Thanks to them for their contributions.

Many thanks to Barbara Bitters who provided direction and support for this project.

career survival kit
WORKVILLE
BIG $ CORP
DAY CARE
GAS
Humble Beginnings
THE FALLS
SCHOOL
STOP AND THINK ISLAND
Survival Camp
RESORT
PETER MANESIS

INTRODUCTION

Learning skills for living, getting an education, and planning for an occupation are part of the path of life. If you know what you have to work with and how to go about it, you can create your own path. This series of workbooks is specifically for you as a teenager and parent of a young child or children. It will help you learn the skills you need to meet the demands of a challenging future.

As the picture on the previous page illustrates, life is a path that winds with twists and turns as you learn and grow. Making positive choices for yourself will lead you towards a path of success and happiness.

For the present, finding a balance between the demands of parenting and child care, school, and becoming an adult will help you follow your chosen path. Learning the skills to balance these demands and make decisions for your future is what this workbook is all about.

If, at any time, you feel you need help with the exercises or information in this workbook or you want to talk about some of the issues that are raised, please contact a friend, teacher, counselor or other staff person to talk about your concerns. Be sure you choose someone you trust and with whom you feel comfortable.

Planning your future means you will be making some major decisions that affect not only your life but also that of your child.

The information presented in this workbook is designed to:

1. Help you identify and set goals and priorities;

2. Teach you skills that can help you better handle the demands and responsibilities of being a teen parent and student, and later on, wage earner;

3. Prepare you for making choices about your future career; and,

4. Inform you about resources and how to tap into them.

Most of these are skills that are learned and they take practice. Most people don't naturally have them. Learning them is part of becoming an adult and taking responsibility for your life.

As you are working with these exercises try to keep in mind that you are learning skills which may be new to you. Finding out what works for you is one way to tune into yourself. Tuning into your needs, feelings, and interests will guide you in your personal growth.

It takes time and practice to really master new skills. Be sure to give yourself enough of a chance to really try things out. If something doesn't work the first time, don't give up. Try again or try using another method that is good for you.

Some things will work for you better than others. You have to decide which things are best suited to you and which ones you are most comfortable with.

You are strongly encouraged to reach out to people who can give the support and advice you need to help you. The important thing is that these material help you gain personal growth and development that will guide you in your future.

The information and activities in the Career Survival Kit for Teen Parents are organized into four workbooks:

1. **Life Skills Workbook: A Guide to Personal Growth** has information and activities to strengthen your skills in the following areas:

- Creating a Support Network
- Self-awareness and self-esteem
- Values
- Communication
- Making decisions
- Managing stress
- Managing time
- Budgeting Skills
- How to Establish Paternity
- Developing Knowledge and awareness of Child Abuse and Prevention
- Child Care Choices

2. **Personal Choices Personal Power.** This workbook will help you identify your choices concerning preventing another pregnancy. It presents some thoughts about sexual decisions and responsibility. Birth control methods are listed with descriptions to help you decide the best method for you. Making an informed decision about pregnancy and its prevention is one way to help you be clear about life choices and goals for your future.

3. **Career Planning Workbook: From Astronaut to Zoologist** helps you identify your skills and interests, to choose an occupation, plan for a career, and discuss issues of concern to you as parents.

4. **The Wisconsin Resource Directory for Single Parents** lists resources in Wisconsin for education, employment, social services, and organizations in a variety of areas that can help you with your role as parent/homemaker and wage earner/student.

Now, let's begin in the Life Skills Workbook with an assessment to help you determine your areas of interest and need.

Assessing My Needs

ASSESSMENT

THINGS I NEED TO LEARN TO PREPARE FOR MY FUTURE

The following statements outline the kinds of information that are provided in this workbook. They will work as a guide to using this book. Read each statement carefully and check either *yes, no*, or *not sure.* Your responses will indicate the sections in which you will want to spend more time.

The more honest you are in responding to the statements, the more useful you will find this workbook.

This is not a test. It is simply a way to discover areas in which you want more information.

LIFE SKILLS	YES	NO	NOT SURE
1. I know who I can turn to for help with being a parent.	____	____	____
2. I know what kind of help I need from people.	____	____	____
3. I have a strong sense of who I am, my interests, and what I like.	____	____	____
4. I know what is most and least important to me.	____	____	____
5. I know how to make important decisions for myself and my child.	____	____	____
6. I am organized and have a daily schedule that I follow.	____	____	____
7. Sometimes I feel like I cannot handle all the changes in my life.	____	____	____
8. I know how to ask for what I need from people.	____	____	____
9. I know how to get along on the money I have.	____	____	____
10. I know how to prevent another pregnancy.	____	____	____
11. I am familiar with child care resources in the community.	____	____	____
12. I can identify signs of child abuse.	____	____	____
13. I know some ways to help prevent child abuse.	____	____	____
HIGHER-WAGE OCCUPATIONS			
14. I have current facts on women in the workforce.	____	____	____
15. I understand that I must prepare myself for my future as a working person.	____	____	____
16. I know I will have to work to support myself and my child.	____	____	____
17. I know the percentage of women who are working in the U.S. to support themselves and their children.	____	____	____
18. I understand what has caused the difference in earnings between men and women.	____	____	____
19. I know how many years I can expect to work to support myself and my children.	____	____	____
20. I can identify higher-wage occupations.	____	____	____
21. I will consider a higher-wage occupation as a career choice.	____	____	____
22. I can identify low-wage occupations.	____	____	____

	YES	NO	NOT SURE
23. I understand the advantages of higher-wage occupations.	____	____	____
24. I can identify jobs held traditionally by men.	____	____	____
25. I can identify jobs held traditionally by women.	____	____	____
26. I am aware of career/occupational opportunities through apprenticeships.	____	____	____
27. I know what personality traits are valuable for careers in high technology..	____	____	____

CHOOSING AN OCCUPATION

28. I know the job interests I prefer (data, people, things, or ideas).	____	____	____
29. I know how to match my job interests with occupations.	____	____	____
30. I recognize those abilities in which I am strong (i.e., verbal, numerical, visual, and/or coordination).	____	____	____
31. I know which jobs use my favorite school subjects.	____	____	____
32. I have a good idea how much money I will need to earn to support myself and my child.	____	____	____
33. I understand types of work methods (i.e., structured, creative, or problem solving).	____	____	____
34. I know where to get information on a particular job/occupation.	____	____	____
35. I know how much education is required for particular occupations in which I am interested.	____	____	____
36. I know how to get information on a particular school for training after high school.	____	____	____
37. I know what I want to get from my occupation (i.e., money, respect from others, variety of work).	____	____	____
38. I know what occupations match my interests and skills.	____	____	____
39. I have a career goal.	____	____	____
40. I know how to reach my career goal.	____	____	____

SKILLS FOR EMPLOYMENT	YES	NO	NOT SURE
41. I know what skills I need to find a good job.	____	____	____
42. I know how to look for a job.	____	____	____
43. I know how to prepare for a job interview.	____	____	____
44. I know how to write a resume.	____	____	____
45. I know how to fill out a job application.	____	____	____

OTHER RESOURCES

46. I know about education and employment training programs for teen parents in the state.	____	____	____
47. I know what resources are available to me through federal and state-funded programs.	____	____	____
48. I know what other resources are available for teen parents.	____	____	____
49. I am ready to plan my future.	____	____	____
50. I will set goals to make my plan work.	____	____	____

Let's now move on to describing yourself as a teen parent. Be as honest with yourself as possible. Your responses will become your guide to things you appreciate about yourself.

My Life as a Teen Parent

Describe what you like about being a teen parent. Include those things that you really enjoy and are a source of strength and happiness for you. Talk about things you like about your child, things you like about being a teen, the special people in your life, things you enjoy doing with your child and/or family, etc.

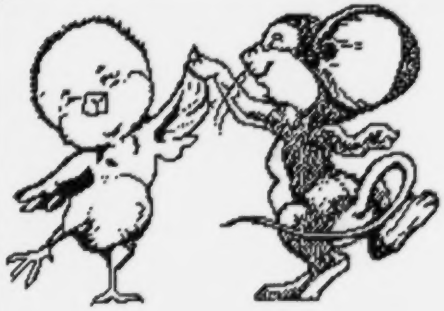
Things I Need to Succeed in Life

In the space below, identify the things that prevent you from getting done what you want and need to do. What do you need to help you succeed in school and be a good parent? (For example, you may need help with child care, preparing school work, planning for the week, shopping, managing your time, making decisions, etc.) Make a list of what you need.

Advice to Other Teen Parents

What would you tell new teen parents about the kinds of things they might expect? Are there things you wished someone had prepared you for? Include both the good parts of being a teen parent and also the unexpected problems that came up for you.

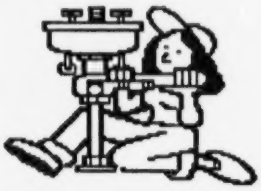
The information you have just written will help guide you as you make decisions in the sections that follow. The purpose of this exercise is to help you clarify the things that are important to you and those areas in which you need to strengthen your skills.



BALANCE

Skills that help to balance the roles of student and parent include:

- **Creating a network of support persons you can count on to keep from becoming isolated and feeling you have to do everything yourself;**
- **Knowing who you are by developing your self-awareness and improving your self-esteem;**
- **Identifying what you value most and least so you can set priorities;**
- **Learning to communicate effectively;**
- **Learning effective ways to make decisions;**
- **Learning how to manage your stress when you get frustrated;**
- **Organizing a daily schedule and sticking to it;**
- **Learning to manage your money and balance a budget;**
- **Learning how to identify and prevent child abuse;**
- **Learning how to select day care;**
- **Preventing another pregnancy until you are ready and able to support yourself and children.**
- **Choosing the occupation that is right for you.**



Some other things that can help you balance your roles as parent and student are:

* **Find out about your community resources and use them.**
* **Get organized--set goals for yourself and follow through on them.**
* **Stay in school to finish your high school diploma.**
* **Learn and make some decisions about careers and your future in the workforce.**
* **Join or create a teen parent support group in your community.**
* **Think about what you really want out of life for you and your child.**
* **Know your rights and responsibilities.**
* **Be assertive when you communicate with people.**
* **Take time out for yourself.**
* **Know what you need and how to get your needs met.**
* **Know that you do not have to be perfect.**

Building My Support Network

CREATE A NETWORK OF SUPPORT PERSONS YOU CAN COUNT ON

Do you know who you can count on?

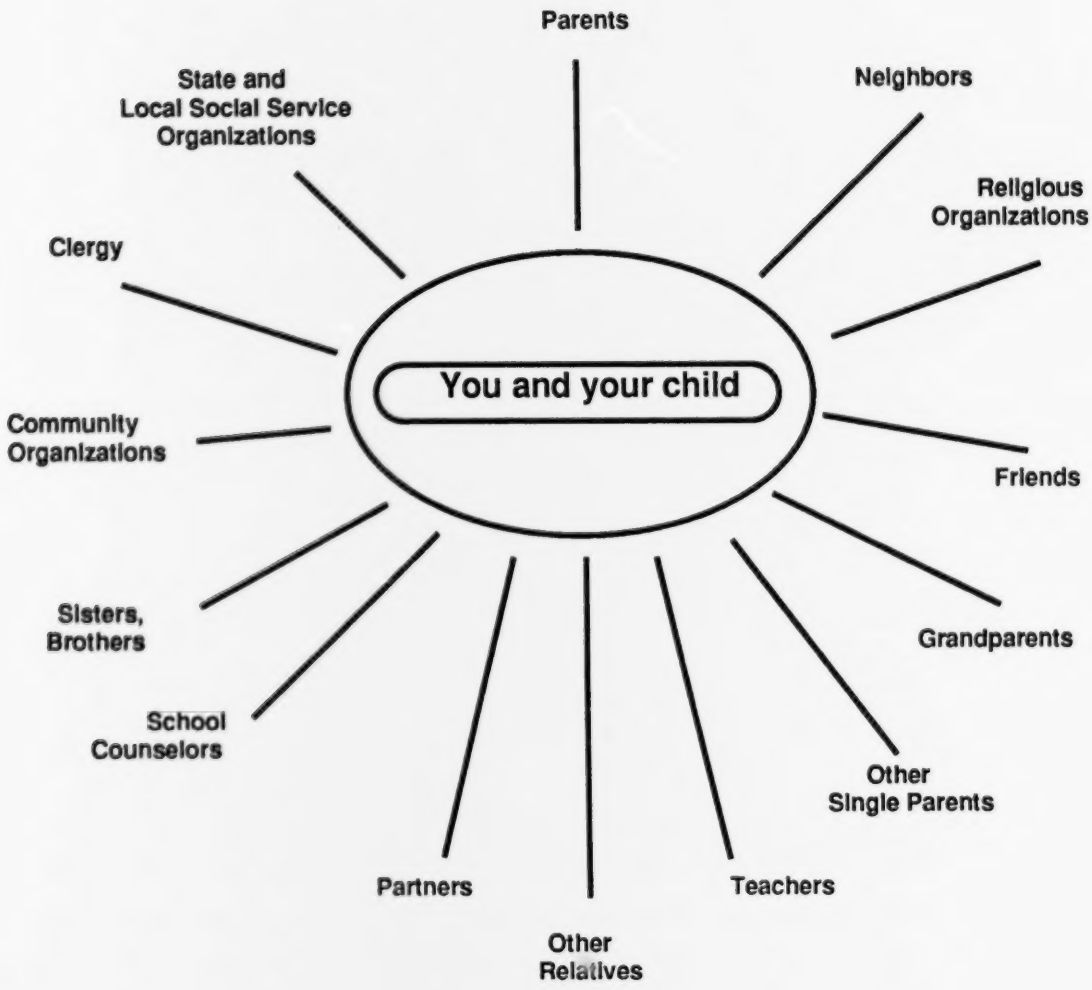
You probably need help with your responsibilities as a parent and teenager in school. Those people who can help you fulfill your responsibilities are called your support group or network. They are the people who are available to help you when you need them.

Your support group can be family, relatives, friends, neighbors, teachers, school staff, clergy, and people in the community.

One way to identify your support group/network is by making a list of people you feel close to, and who you would feel comfortable asking for help.

On the next page is a diagram of a sun with you and your child at the center. The rays of the sun are connected to groups of people that you can count on for help.

Build a Support Network for Reaching Out



Think about each ray and ask yourself who you know in each category who you would feel comfortable asking for help.

Try to identify at least one person in each category. On the diagram that follows, list those names and phone numbers in the space provided after each group. For example, who would you call on to take care of your baby if you had to leave for a few hours? There are some people who come to mind immediately, but there may be others that you can call on that you have not thought about yet.

If you can not think of anyone for some of the categories listed on the sun, you may want to see if you can develop new contacts who can help you. Think about how you might be able to do this. Ask people you have already identified as part of your support network if they have ideas or can suggest other contacts who would be willing to help you.

Keep this list in a place where you can find it easily when you need it. Also, include the names and phone numbers of community organizations that offer services you may use. See the section on Resources for help with this. For more information about those agencies, check with your school counselor, a social worker at the county office for Health and Social Services, or a clergyperson. These people usually know the services and organizations available in your community.

Depending upon your circumstances, your need for help and support will vary. Sorting out your needs will help to clarify who you will want to ask for that help. This is an important part of learning to balance your role as parent with other roles and demands.

IT IS OK TO ASK FOR HELP

SUPPORT NETWORK PHONE NUMBERS

Parents

_____

_____

Neighbors

_____

_____

Church Organizations

_____

_____

Friends

_____

_____

Grandparents

_____

_____

Other Single Parents

_____

_____

Teachers

_____

_____

Other Close Relatives

_____

_____

Partners

_____

_____

School Counselors

_____

_____

Sisters or Brothers

_____

_____

Community Organizations

_____

_____

Clergy

_____

_____

State and Local Social Service Organizations

_____

_____

Other

_____

_____

Prioritizing My Needs

Your needs are those things that are necessary for you to be a successful teenager and parent. You can meet some of these needs yourself. For others, you may need to ask for help from your support group.

Your needs can be identified and organized so you know ahead of time what to expect. You can then let others know what you expect from them.

Knowing and planning ahead of time is one way to avoid frustration and confusion when a situation arises that calls for outside help. Being prepared is a major factor in balancing your role as parent and student.

PRIORITIZE YOUR NEEDS

Now that you know who your support network is, ask yourself when you might need help and for what purpose. The next section is about the needs you have as a teen parent.

The next exercise will guide you to think about the kinds of help you need. In the following activity, list the things you normally need help with and the person you depend on for that help.

Make the list as long as you want to, but think very carefully about the kinds of things that would really help get you through parenting and school.

What needs come up in caring for your child? What takes most of your time and energy?

You might want to refer back to the earlier exercise on being a teen parent for some ideas.

After the list has been made, go over it and decide which need is most important by putting a number 1 next to the left of it.

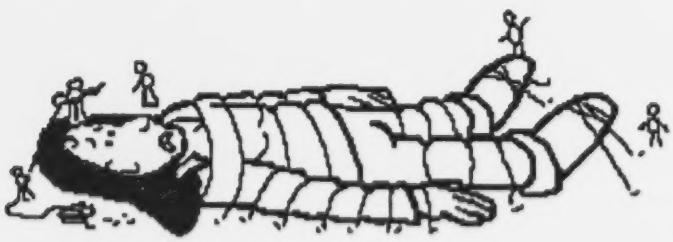
Put 2 beside the next most important need and so on.

After you have numbered the items on the list rewrite it on the next page so you have the items listed in order. Use the space on the next page to reorganize your priority list.

Start with 1, and go all the way through the list so that the most important thing is at the top and the least important is last.

THINGS I NEED HELP WITH MOST

Priority I need help with	Person who can help



Having a list of priorities will make it easier for you to decide who you will ask for help. It will also make your needs clearer. This list can help you plan and organize your life.

The next step is to talk to your support network. Discuss the list and ask them which items they will agree to support you on. Let them know that you are counting on them. Be sure to show your appreciation for their help so they are aware that it is important to you.

You may feel uncomfortable asking for help from family and friends. However, most people will understand that you are trying hard to manage all of your responsibilities. Be assertive in your requests.

It is okay to ask for help, even though it might be hard. It will make your life much easier, and you will feel much less alone if you know you can count on others. There are always people you can count on. Find out who they are.

In making your decision about who you will ask, consider how responsible that person will be with your child and in helping with other needs. Do not ask someone who is not responsible or who does not know how to care for a child.

If you spread things among several people, there is less chance that one person will tire of helping.

You may be able to arrange with other single parents to share babysitting. If you know other parents who need help too, check out whether or not you can exchange babysitting favors. This will free you to find some time for yourself.

If you can not find anyone to help when you really need it, take some time to think about what is most important. What other options do you have? Consider not doing everything you had planned. You may need to reorganize your priorities and activities. There will be times when you just can't do it all, so be flexible.

My Self-Awareness and Self-Esteem

SELF-AWARENESS AND SELF-ESTEEM

This section is designed to guide you in discovering yourself. It will help you learn more about yourself and what is important to you. This kind of self-exploration is called developing your self-awareness and self-esteem.

Self-awareness is how well you know yourself. It is knowing how you respond to certain situations and people. It is also being aware of how you think and feel.

Self-awareness is important for making decisions and setting goals. It also is important for understanding yourself and how you act in certain situations. For example, if you know yourself well you are more likely to do well in a job interview because you will be more confident.

Self-esteem is how you feel about yourself. It influences the way you think of yourself in relation to the world.

A person with a high level of self-esteem feels good about who she or he is. A person with low self-esteem may not quite see herself as equal to other people. She may not feel she is capable of achieving as much in life as she sees others doing.

If you feel good about yourself, you are more likely to set goals and succeed at them. If you know yourself well, and know your potential and limitations, you are more likely to make better decisions for yourself and your child.

Self-awareness is different from self-esteem. Both are very important parts of your personality. They determine how you react to the world around you. They can help or hinder the way you approach life.

You can increase your self esteem and develop self awareness by learning techniques.

It is much more difficult to set and reach goals if you do not understand who you are and what you want out of life. If you have low self-esteem, you might not set your goals high enough. You may not do as much with your life as you are really capable of doing. Your self-esteem, your values, and the way you communicate make up a big part of your personality. Don't limit yourself.

Self-esteem is developed early in life. It is built by the comments and actions of other people. If people respond negatively to us, our self-esteem is lower than when people respond positively. Self-esteem comes from the respect and approval of others.

You do not have to succeed at everything to have high self-esteem. You do need to know your limits and take pride in your abilities. Being able to make sound decisions for yourself and your child, and following through on them, supports your self-esteem.

Just as you respond to how people feel about you, your child responds to your feelings. You influence your child's self-esteem. Respecting yourself and your child will teach her/him to value herself highly. Children learn ways of behaving from their parents. Your self-awareness can be a guide to what you are teaching your child.

The following activities are designed to develop your self-awareness and self-esteem by identifying your strengths, interests, and values. These are important steps to success.

AFFIRMATIONS

Affirmations are positive thoughts consciously made to achieve a goal. For example, if you think positively about doing well on a test you are more likely to do well than if you tell yourself you cannot do it. Your mind reacts to the kinds of thoughts you have. If you tell yourself you will fail on a test, the chances are good that you will. Affirmations can bring many positive things to you. You need to take time to concentrate on affirmations.

To create affirmations, focus your mind on a positive thought about yourself. Choose words that feel good to you and that create an image of how you would like to be. By repeating the affirmations you train your mind to believe these positive things about yourself.

Affirmations can change negative thoughts about yourself and improve your self-esteem. Take time out of each day to spend on affirmations. Find a quiet place to relax and repeat your affirmations to yourself.

You can use affirmations to focus on what you want out of life. By setting goals and focusing on them each day you are more likely to make them happen.

Examples of a positive affirmation are:

"I am better every day in every way",

"I do whatever I set my mind to do",

"I make the best possible choices for myself and my child",

"I am a worthwhile human being growing in love and goodness each and every day",

"I am a strong, happy, and creative person",

"I respond only to positive thoughts and comments",

"I focus and direct my energy and do whatever I set my mind to do",

"My abilities and self-confidence are always increasing",

"I create fulfillment, abundance, and security in my life",

"I understand my needs and how to fulfill them",

"I bring into my life the resources I need",

"I let go of all negative things in my life"

There are many more affirmations you can give yourself. When giving yourself positive affirmations you can tell yourself exactly what you want out of life. When you do this, you begin to make it happen because you draw to yourself positive energy.

Affirmations must be stated in a positive way and stated as though they are already a part of you. Some suggestions for positive qualities to bring into your affirmations include:

Patience
Judgment
Discipline
Courage
Clarity
Wisdom
Confidence
Faith
Power
Beauty
Perfection
Contentment
Creativity
Commitment
Protection
Truth
Happiness
Harmony
Love
Friendship
Security

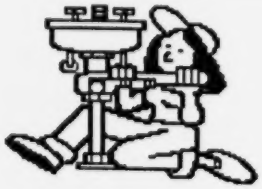
There are many more qualities you can choose to be part of your affirmations. Think carefully about the kinds of positive things you want to bring into your life. Make your choices based on what is important to you.

"I can focus and direct my energy and do whatever I set my mind to do"

AFFIRMING MYSELF

In the space below, write seven positive affirmations for yourself. After you have written them, make any changes in the wording to be sure they are stated in the most positive way possible.

Copy your affirmations onto a 3x5 card and put them in a place where you can see them and be reminded every day. Use these affirmations to guide you in the things you want from life and especially in feeling good about who you are.



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Describing Myself - Strengths and Interests

A DESCRIPTION OF MYSELF

Knowing who you are and how you think about yourself can begin with an easy exercise of writing a description of yourself. Think about how you see yourself. What are the qualities you have that stand out for you. On the following pages DESCRIBE yourself using the pictures as a guide to important parts of your life.

As you write your description try to be aware of how you are presenting yourself. Think carefully about the words you use. Are you describing yourself in positive, negative, or neutral terms? What are you saying about yourself?

After you've completed this exercise read it over to make sure you haven't left out any important thoughts.

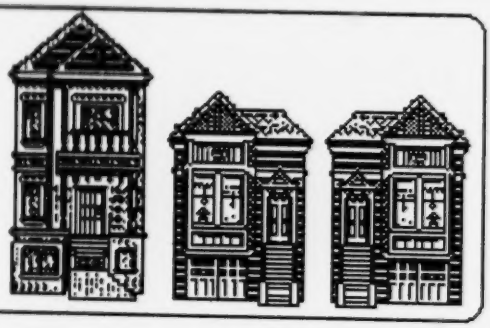
A DESCRIPTION OF MYSELF

In the space below, describe yourself and important parts of your life.

MYSELF

MY CHILD OR CHILDREN

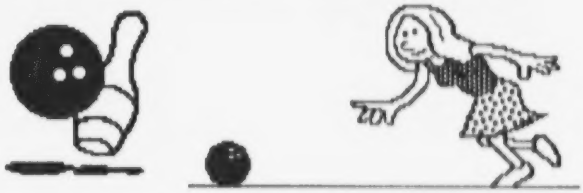
My community



Things I like to do

my possessions

my hobbies and interests



things that make me sad

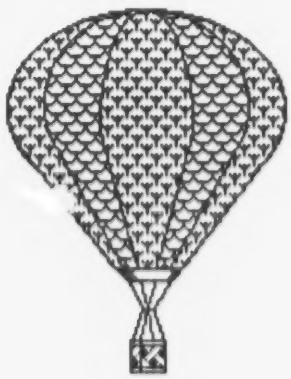
things that make me happy

DESCRIPTION SUMMARY

In the space below summarize the description of yourself.

After reviewing what you have written, ask yourself if you are setting your goals too low or too high. Do your goals seem realistic to you? What do your goals say about your self-esteem?

Can you reach higher goals than those you have set? What would be examples of some higher goals that are also reaslistic?



THE FUTURE

Now describe yourself as you think you might be in 5 years. Be sure to include what you are doing for work; whether married or single, living alone, with your family, with friends; what kind of house/apartment you will be living in; if you have children, etc.

CAREER/WORK What kind of work will you be doing?

FAMILY Who makes up your family?

FRIENDS Who will your friends be?

CHILDREN How many children will you have?

WHERE YOU LIVE (for example, in the country, what city, apartment, house)

HOBBIES What are your outside interests, hobbies?

WHAT MAKES YOU HAPPY Describe the things that make you feel happy.

WHAT DO YOU DO WITH YOUR FREE TIME? How do you relax?

THINGS I HAVE DONE THAT GIVE ME PRIDE IN MYSELF

In the space below, identify five things you have done in your life that you are really proud of. For example, good grades in a subject that was hard for you, awards received, things you have made, special things you have done with your child. Include the approximate date and place, and describe the situation briefly.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

THINGS I WOULD LIKE TO DO IN THE FUTURE THAT ARE INTERESTING AND WOULD MAKE ME FEEL GOOD ABOUT MYSELF

In the space below, identify three things you would enjoy doing in the future that would make you feel really good about yourself. Explain why you want to do these things and describe them in some detail. For example, travel to another country (WHERE, WHEN, HOW), getting good grades in school (WHAT SUBJECT, WHAT GRADE, HOW), teaching your child about things in which she/he is interested (WHAT INTEREST, HOW WILL I GO ABOUT IT?).

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

3. _____

_____

_____

_____

_____

MY STRENGTHS--THE THINGS I DO WELL

We all have things we are good at. Knowing what they are is a neat way to feel proud of yourself. In the space below, write down the things you are particularly good at doing. Think carefully and write as many as you possibly can. This is important for helping to identify the part of you that you really feel good about. Make as long a list as you want to. Add another sheet if you like.

THINGS I AM REALLY GOOD AT

THINGS THAT INTEREST ME

In the space below, identify 10 things that interest you most, for example, subjects in school, places, ideas, or friends you enjoy. Explain why you find them interesting.

I AM INTERESTED IN **BECAUSE...**

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

New Interests

Identify two new interests and strengths you would like to develop over the next year. Explain why you want to develop them and how they will improve your life.

_____

_____

_____

_____

MY REASONS FOR CHOOSING THESE NEW INTERESTS

You may want to develop new interests or strengths because they will give new and different experiences, develop new skills you can use, or you may just want to explore things you are unfamiliar with. In the space provided, describe why you want to develop the new interests you mentioned above.

_____

_____

_____

_____

_____

_____

_____

These exercises are a way of deciding what you want out of life. It is a way of knowing what your expectations are. Thinking about your expectations for the future is another way of getting to know who you are. It also helps you to set goals for yourself.

Keeping A Journal

KEEP A JOURNAL OR DIARY

Another way to get to know yourself better is by keeping a journal or diary. With all the changes taking place at this time in your life, recording your experiences is a wonderful way to keep track of how you're growing and changing.

It is an excellent way to get to know yourself well because as you write about your experiences, you must think about the effects these experiences have on your life. Journal writing can help you sort out your feelings when making decisions.

You can keep a journal on a daily, weekly, or monthly basis. Writing about events, impressions, feelings, goals, problems, disappointments, and joys in your life will give you a sense of the important things that happen. You may not think about them again if you don't take the time to write about them. The feelings and events you write about can be either special or the day-to-day things that happen on a regular basis.

Keeping a journal can teach you how to express yourself more clearly. It also helps you to recognize feelings that you may be keeping inside and not expressing.

A journal can be like a close friend because it is the person inside of you who is talking, and she or he knows your inner thoughts and feelings better than anyone else.

The next page is an example of a journal page for you to fill in just to try. You may want to copy it so you have additional pages to fill in as you get comfortable with journal writing.

MY DAILY JOURNAL

Date: _____

REMEMBER YOUR DREAMS

Do you ever think about what your dreams mean? Your dreams are messages to you about what's happening in your life. Think about what they mean to you. Talk to people about them. Dreams are very individual and special. They can help you discover what is important to you.

You can keep a journal of your dreams in much the same way as you keep a journal of your daily/weekly activities. Be sure to always write down the date so you have a record of when you had the dream.

Some people keep a dream journal and a pen next to their bed so when they wake up from a dream they can write it down before they forget any parts of it.

As you begin to describe your dream write down all the details you can think of. Do not think about what it means while you are recording it. The first and most important thing to do is to write a clear description of the events in the dream before you forget them.

After you have written it down, go back and read over what you've written. Did you leave out anything?

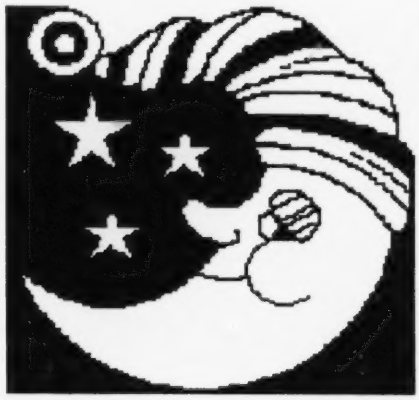
Think about what the dream means to you. It takes practice and concentration. This may not work well for everyone, but it is one way to keep track of the changes in your life and how you feel about them.

If you have a dream you do not understand, talk to someone about it. You may never understand a dream, some may recur and it may come many times before you understand. People interpret dreams differently. The only valid interpretation of your dream is the one you recognize when you hear or think of it. You will know when it is right.

The next page is an example of a Dream Journal page. You might want to buy a blank notebook to keep next to your bed. Journals are very personal and can be one good way for you to express your inner thoughts and feelings.

My Dream Journal

Date: _____



Description of my dream

Determining My Values

WHAT ARE YOUR VALUES?

Values are the things that have meaning or significance to us. They are the things that we feel have worth or are desirable and important. They are what we believe in, what we feel good about. Values give us direction in our lives and help us make choices.

Values are formed by our relationships and experiences with the world around us. For example, our family, friends, community, culture, spiritual or religious background all contribute to forming our values.

Values influence the way we think about things and the way we respond to people, situations, and events. They influence our attitudes and choices about things like work, school, relationships, culture, money, war and peace, rules and authority, politics, and religion.

Values guide you in decisions you make. Choices about occupations should be based on values and abilities. The more you know about what you believe in, the better able you will be to make sound decisions.

YOUR VALUES ARE A PART OF YOU

Values are an important part of your personality and identify who you are. Being aware of your values will teach you more about yourself and how you think about things. Always try to match your long and short term goals with your values. You are more likely to be happy with the choices you make.

Values can change over time. As you get older and have new experiences, other things will become important to you. You can change your values as these new experiences change you. This is part of your personal growth. Some values will stay the same as you take on new ones.

Sometimes our values are unclear to us. Identifying them will help guide important decisions.

On the following page is a checklist of values. It is designed to determine which things are important to you. Answer honestly those things you value on the scale according to how much you value them.

WHAT'S IMPORTANT TO ME

The following items are only some examples of values. For each one, place a check in the column that indicates how much you value that item: (1) very much, (2) somewhat, (3) not much, (4) not at all. After you have completed the list, go back and look over your responses. On the sheet following this exercise, list those things you value most and those that you value least.

	Very Much	Somewhat	Not Much	Not at All
My child				
My family				
World peace				
Being loved				
Education				
Physical exercise				
Equality				
People				
Having a positive attitude				
Relationships				
Community volunteer work				
A high school diploma				
Religion/ spirituality				
Independence				
Helping others				
Learning				
Power				
Nature				
Money				
Honesty				
Good grades				
Setting goals				

	Very Much	Somewhat	Not Much	Not at All
Deciding my future				
Fairness				
Dependability				
Peace				
Ethnic Heritage				
Obedience				
Material possessions				
Generosity				
Respect				
Adventure				
Friendship				
Equality for all people				
Goals				
Justice				
Security				
Work				
Social lifestyle				
Good health				
Being helpful to others				
Determination				
Assertiveness				
Cooperation				
Emotions				
Curiosity				
Ambition				
Art				
Intelligence				
Travel				

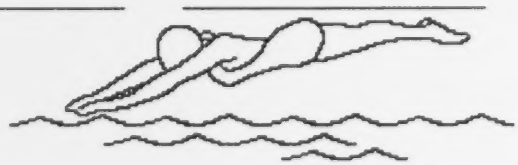
SUMMARIZE YOUR VALUES

In the space below, write in the things you checked on the previous checklist that you value very much, somewhat, and not at all. List them in their order of importance.

Things I value very much

Things I value somewhat

Things I do not value at all



How Do I Communicate

HOW WELL DO YOU COMMUNICATE?

Good communication is important to starting and keeping healthy and rewarding relationships. The way you communicate with people influences how they respond to you. This section will help build your awareness of how you communicate.

Good communication is a skill that takes practice, sensitivity, and thought. We may not always be clear in the way we communicate. However, new communication skills can always be learned.

Clear communication takes the guesswork out of knowing what is being said. If people have to guess our message, we may be misunderstood. Why take that chance?

Talking about our feelings, thoughts, and needs allows other people to know what's really going on with of us. This way they are better able to help and support us.

Talking is only part of communication. Other parts of communication come from our body language, our values, our thoughts, expectations, and our senses (what we see, hear, smell, taste, feel) and the things we do. These are only some factors that make communication such an important part of who we are.

Expressing yourself clearly and directly lets people know that you take yourself seriously. If you take yourself seriously other people will, too.

Communicating clearly helps you to be better understood. Clear communication will help you become more assertive.

To be assertive means that you are direct and honest in your communication with others. You "stand up" for yourself. You take responsibility for yourself and your feelings.

TIPS FOR COMMUNICATING EFFECTIVELY

Two basic parts of communication to consider are:

1) what we communicate to others, and

2) how we respond to what others communicate to us.

Here are some tips for communicating effectively:
Are these familiar to you?

1. When expressing your feelings, begin with the pronoun "I." For example, "I feel happy about the way you did the exercise."

2. Accept feelings from another person. If they are angry, acknowledge that by saying something like, "I can see that you are really angry about..." This way you may be able to help the other person express feelings that need to be talked about.

3. Express your thoughts and feelings clearly so that the ideas follow each other.

4. Be assertive in your communication. Express yourself honestly and directly to the other person. Being assertive is a good way to achieve your goals.

   Let people know how you feel and what you want. Stand up for yourself and speak clearly so that you can be heard.

5. Plan ahead what you want to say. Think about the best way to communicate an idea, request, or suggestion.

6. Timing is important. If you want to talk to someone about something important, decide when the best time for talking will be.

   Plan your approach at a time when you are more likely to receive attention and when the other person is likely to hear you better. Do not ask someone who is busy or in a hurry to help you with an important problem. You need time to talk it through.

7. Communicate your message in the same way that you would like to hear it. Think about what would sound right to you and try to sort out what would not sound appropriate. Present it clearly, in simple terms that can easily be understood.

8. Don't assume anything. What may be obvious to you may not be obvious to the other person. Find out from the other person exactly what she or he thinks you said.

9. Watch for any body language or other nonverbal messages from the other person. Does she or he look uncomfortable with your request or your message? If yes, ask if the person about it. For example, you might say "You seem uncomfortable with ...Is something bothering you?"

10. Listen carefully to what the other person is saying. Listening is more than hearing. It is watching how something is being said and knowing whether there are other, unspoken messages in the communication. If you sense more is being said that just the words, ask about it.

Communication Styles and Responses

There are four ways people can respond to situations: passive, aggressive, passive aggressive, and assertive. Think about how you respond to situations using these four ways as a guide.

1. A **passive** person might say,

> "I'm helpless to do anything about this. I always let other people decide for me. I would feel guilty if I had to say no to Nancy, she's been such a good friend."

Passive people don't stand up for their rights. They deny their needs by giving in to what others want. They avoid confrontation and let others make choices for them.

You may feel like you're doing the right thing by not asserting your needs in a situation, but it can cause you to feel angry, frustrated, or sad. If you give up the things that are important to you because you feel you might hurt someone else, you may be responding passively.

Passive behavior protects us from rejection by others, but it can also lead to being taken advantage of by others. These feelings can lead to resentment. Are you being passive in your behavior with the people around you?

2. An **Aggressive** person might sound like,

> "You idiot, can't you see that I have a baby in my arms? Get out of my way."

Aggressive behavior often leads quickly to confrontations with people, without your realizing it. Afterward, you may feel as if you really "lost it."

Aggressive people often accuse other people. They fight, are often violent, and threaten people. People do not take advantage of those who are aggressive, but they do not want to be around them either.

Respecting the rights of others is one way to control aggressive behavior. Keep in mind how you would want others to respond to you. This can help keep aggression and violence in check. Aggression and violence often happens when people feel very angry and frustrated.

If you are considerate of others you will draw to yourself people who are considerate of you.

3. A **Passive Aggressive** person might say something like,

> "Don't worry about me, I'll stay home while you're out having fun"(meaning I'd like to go with you but can't and I want you to feel bad too).

This kind of statement is used to make the other person feel guilty. If you make another person feel guilty or punished you may be passive aggressive. It is a way to avoid confrontations by hinting rather than through direct behavior.

The advantage of passive aggressive behavior is that you avoid confrontation. The disadvantage is that you will never solve your problems honestly. Others will not realize there is a problem in their relationship with you and that problem may never be solved.

4. An **Assertive** person might say something like,

> "I'm having a hard time handling all the responsibility of taking care of my baby and going to school. I need your help. Can we talk about this so I can figure out a way to manage better?"

Assertive people stand up for their rights without hurting other people or violating others' rights. You express your feelings and opinions honestly, confidently, and directly. They take responsibility for themselves.

Assertive people often are able to get what they want without hurting others or making them mad. You are respected and you can feel good about the way you communicate.*

Adapted from: **Ready, Willing and Able... A Life and Career Planning Series for Women with Disabilities**, North Central Technical Institute, Wausau, Wisconsin, 1986.

WHAT IS NONVERBAL COMMUNICATION?

Another form of communication that we all use is called "nonverbal communication." It is the way we communicate without speaking.

This is done by through facial expressions, hand gestures, body posture, or by how we listen to another person. There are many ways to communicate nonverbally. Nonverbal communication gives the other person information about what is going on inside of us even though we may not say a word.

Have you ever noticed a person talking to you and saying one thing, but you see the body or face telling you something different?

This is nonverbal communication. It can sometimes confuse people and give two different messages. When nonverbal actions say something different from what we are speaking, it can confuse the listener. This is why it is important to know what you are saying with your body as well as with your speech.

How do you communicate nonverbally? What expressions do you use to show your feelings? Are you aware of what you communicate nonverbally when you are speaking to people?

The following exercise will help you clarify how you communicate nonverbally to others. When you are aware of how you communicate you are able to communicate more clearly.

Communicating clearly is not always easy to do. Practice helps. If you can train yourself to think about what you want to say beforehand, you are more likely to be clear and effective in your communication.

A very important part of communicating is showing your appreciation to the listener for listening. Thank the person to whom you talk for their help and support. This helps to maintain good communication and healthy relationships.

Nonverbal Body Responses to Feelings

Listed below are feelings that get expressed through facial or body movements. With each of these feelings, think about how you express them without saying anything. In the space provided, describe your body and facial movements that you use when you communicate these feelings.

happy

at ease

angry

confused

shy

playful

fearful

confident

disappointed

sad

tired

surprised

rejected

concerned

sympathetic

assertive

understanding

calm

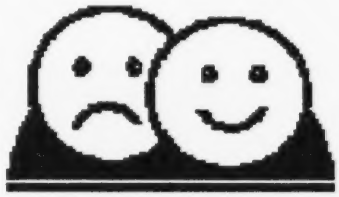
hurried

hassled

thoughtful

Nonverbal Responses to Situations or Events

What kinds of situations or events make you feel the feelings listed below? In the space provided, describe a situation or event that would make you feel these things:



happy

at ease

angry

confused

shy

playful

fearful

confident

disappointed

sad

tired

surprised

rejected

concerned

sympathetic

assertive

understanding

calm

hurried

hassled

thoughtful

Knowing what situations may make you respond with the above feelings, and how you communicate those feelings nonverbally, helps you understand your own personal style of communication. Once you know this you can improve your ways of communicating.

Listening to Others

LISTENING TO PEOPLE

Listening is a form of communication that is nonverbal. How we listen to what is being said to us is very important. Our actions while we're listening communicate to the other person that we do or don not hear them, what we like and dislike, our approval or disapproval, etc. Listening is a sign of respect.

There are many ways to let a person know you are or are not listening to what they are saying.

What are some ways we communicate to people that we hear what they are saying?

Some examples of responses to a person who is speaking are listed below. In the space provided on the next page, identify actions that show you are listening and those that show you are not listening.

ACTIONS WHICH SHOW LISTENING OR NOT LISTENING

- Nodding to show that you understand
- Looking away from the speaker when she or he is talking
- Turning away to respond to another person
- Looking directly into the speaker's eyes
- Interrupting the speaker
- Asking questions about the topic being discussed
- Giving advice when you were not asked
- Changing the subject
- Responding to something the speaker has said
- Repeating what was said to clarify that you understand
- Sitting or standing with straight posture
- Looking alert
- Concentrating on what is being said

ACTIVE LISTENING COMMUNICATORS

In the space provided, identify listening actions that communicate you are listening and those actions that communicate you are not listening.

ACTIONS THAT COMMUNICATE YOU ARE LISTENING

ACTIONS THAT COMMUNICATE YOU ARE NOT LISTENING

Making Decisions for Myself

MAKING DECISIONS

This next section is about making decisions. Decisions affect your life both in the short-term and the long-term. Any decisions you make concerning your future must be carefully thought out.

Decision-making is a skill you can use for your entire life. Making sound decisions can create possibilities that help you succeed in life. Setting goals is part of making decisions. Having practical decision-making skills can help you to sort out the things you need to think about and weigh before you set goals and proceed with them.

Using an organized method or plan for making decisions will help you make better decisions. A plan helps to organize the facts and information about the problem or situation. Using a decision-making plan in this way shows that you take decisions and your life seriously. It increases your chances for positive results because you think things over carefully and weigh your options.

When making decisions, using a plan shows you the choices and alternatives you have. There is usually more than one choice for most decisions. When you have choices, you can better guide the direction of your life.

Knowing and understanding your values will help you make better decisions. Your decisions reflect your values and goals in life. You need to know yourself well to make good decisions. Keep in mind the things that are really important to you and what you want out of life.

Not deciding on something is making a decision. It has consequences that must be thought about, too.

Before we begin, let's take a look at how you FEEL about making decisions. Your attitude about it is important to how you approach this skill. On the following page, fill out your responses to the questions.

HOW DO YOU FEEL ABOUT MAKING DECISIONS?

Complete each of the following sentences by writing how you feel about making decisions.

1. When I have to make a decision I feel _____
_____.

2. I feel the hardest kinds of decisions for me to make are
_____.

3. I feel the easiest kinds of decisions for me to make are
_____.

4. Some decisions that I disagree with my parents about are
_____.

5. Good decisions make me feel _____.

6. Poor decisions make me feel _____.

7. I would like to make decisions about _____
_____.

8. I really like it when I make a decision and _____
_____.

9. I do not like it when I make a decision and _____
_____.

10. One important decision I made was _____
_____.

11. The hardest thing about making that decision was
_____.

12. The best decision I ever made was _____
_____.

13. The worst decision I ever made was _____
_____.

14. One decision that my parents and I both agreed on was
_____.

Look back at your answers and see if you can learn something about how you feel when making decisions. Write a summary describing your attitude toward making decisions. Use the information you wrote about in this exercise.

_____

_____

_____

_____

_____

_____

_____

Now describe an important decision you had to make in the last year. (For example, I decided to stay in school rather than dropping out to stay at home with my baby.)

In the space below, describe one decision, how you made it, the choices, circumstances, alternatives, and the outcome for the decision you listed above.

If you were not pleased with the result of your decision, think about how you might have improved on the way you made it. Write in how it might have been handled differently.

The following 10 steps are one way to make a decision. There are others. You can change some of the steps if you think there is a way that works better for you.

The important thing to keep in mind is that you need to be organized about how you make decisions. These steps are designed to help you organize your thinking about decisions.

After you read through these steps, you can practice the steps with the exercise that follows.

10 STEPS TO MAKING A DECISION

1. **State the decision you need to make.**
2. **Identify the problem or need.**
3. **State the outcome you want.**
4. **Identify any resources concerning the decision?**
5. **What are your alternative choices?**
6. **Weigh your alternatives.**
7. **Make a decision. Choose one alternative.**
8. **What action will you take?**
9. **Evaluate your decision.**
10. **Evaluate the steps and the process you used to make your decision.**

Now let's try this out to see how these steps work for you.

A DECISION-MAKING EXERCISE

Think of an important decision that you need to make. Use each of the steps below to guide your decision-making process. Do each step, one at a time, in the order they appear. Be sure to record all the information at each step as soon as the step has been completed.

1. **STATE THE DECISION YOU NEED TO MAKE**. Write down a clear description of the decision. Make it a brief statement.

_____

_____

_____

2. **IDENTIFY THE PROBLEMS ABOUT THE DECISION**. Write down your concerns about the decision. Identify the factors that make it a difficult decision.

_____

_____

_____

_____

3. **STATE THE OUTCOME YOU WANT**. Think about this clearly and carefully. You need to know the possible consequences of your decision. What will be the result or effect of your decision (both on you and on your child)? Write down what you want from this decision. To do this you need to think about what's important to you and what you are willing to give up. Knowing yourself and your personal values will help with this. Your decision should be made according to your values.

_____

_____

_____

_____

4. **WHAT ARE YOUR RESOURCES?** What resources do you have available to help you make your decision? A resource would be a person or place where you can get more information or help with your decision. For example, your family would be a good resource because they know you well. Ask for their advice but be sure to make the decision yourself, based on all the facts and information you find.

_____

_____

_____

_____

_____

_____

_____

5. **WHAT ARE YOUR ALTERNATIVE CHOICES**? What are other possible solutions or choices? An alternative is something you can do instead of, or in addition to, the first choice you have. Alternatives give you more than one way of looking at the problem and of choosing. After you have checked with all sources of information about your decision, list all the alternatives and choices you see as possibilities. Write down even those that seem silly. You may get ideas from them later.

_____

_____

_____

_____

_____

_____

_____

6. **WEIGH YOUR ALTERNATIVES**. Look at the list and predict what might be the positive and negative factors of each choice. Decide which ones are best for you. Then write the list again, ordering the best choices first and the less desirable choices last.

Positive Factors

_____

_____

_____

Negative Factors

_____

_____

_____

7. **MAKE A DECISION. CHOOSE ONE ALTERNATIVE.** Decide from the choices you have listed which will give the best outcome for you.

_____

_____

_____

8. **WHAT ACTION WILL YOU TAKE?** Now that you have made a decision, act on it. Do what you have decided to do. Write down what action you will take to follow through on your decision.

_____

_____

_____

9. **EVALUATE YOUR DECISION**. How do you feel about the decision you made? After you have acted on your decision, evaluate whether you made the best possible decision or if you might have made a better one.

_____

_____

_____

10. **EVALUATE THE STEPS AND THE PROCESS YOU USED TO MAKE YOUR DECISION**. Was this the best way for you to make a decision? Are there things you might have done that would be helpful to organizing and acting on your decision-making style? Write down other steps you might include in making the next important decision.

_____

_____

_____

This is only one method for making decisions. You can find out about other ways by talking to people, reading books on decision-making, and trying ideas that might work better for you.

Each person is different and may have a way that works best for her or him. The important thing to remember about making decisions is to be organized about it, and to be clear about the decision and choices facing you.

Managing Stress in My Life

MANAGING STRESS

Stress is your reaction to change, conflict, and pressure. There are many ways to experience stress. Stress can be both physical and emotional.

Stress affects everybody differently. The same stressful event can affect you physically, another person could be affected emotionally, and another not at all.

1. Some people respond to stress by holding in the experience. They keep the feelings inside themselves and do not recognize when they are feeling angry, impatient, hostile, or tired.

2. Another person might react to a stressful event emotionally by acting out her or his response. This might happen when a person expresses anger by exploding verbally, shouting, or hitting.

   Some people get sick, develop allergies, get depressed, have headaches, eat more or become moody.

3. A third way to manage stress is to control your response to stress by not experiencing the event as stressful. This is a skill that can be learned. There are techniques for managing stress. Some will be discussed in the following pages.

Too much stress can lead to situations in which you feel like you are not managing well. For example, if you are under heavy stress, you may become more irritable. This can lead to child abuse, arguments with family and friends, or other abusive behaviors.

Minimizing these situations will improve your ability to be a good parent and a more relaxed, happier person. You cannot always avoid situations that are stressful, but you can control how you respond to them.

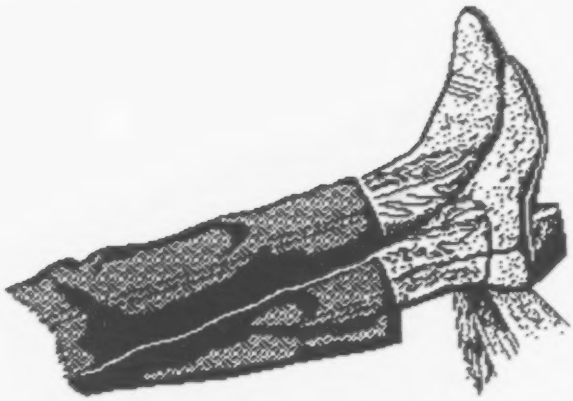
Changes in your life often cause stress, even the good things change. Recognizing when you are under stress can help you manage better. The exercises in this section will help you identify when you feel stress.

As a teen parent, you may be experiencing a high level of stress because of the major changes in your life. Pressure to cope with all the new responsibilities of being a parent and teenager, and trying to stay in school at the same time, can be very stressful.

Some of the ways to manage stress are discussed below. Think about the ones that would be best for you. Look at the things in your life that are causing stress, and see if there isn't a more effective way for you to cope with it.

Learning how to manage stress, and your reaction to it, will help you maintain a happier life.

On the next page are some techniques for managing stress. Which ones would work well for you?



Techniques for Managing Stress

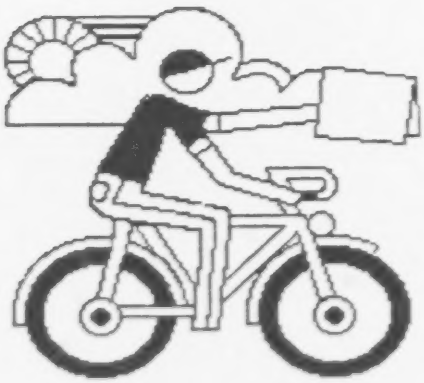
learn to relax

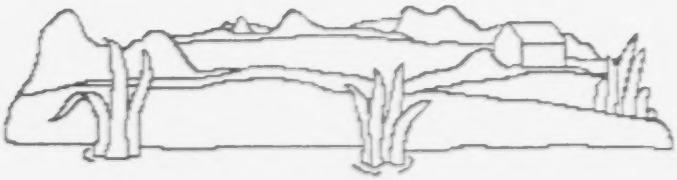
meditate

exercise

watch what you eat

find a quiet place to get away





IDENTIFY STRESSFUL SITUATIONS

In the space below, list those situations that are stressful to you. For example, having to take a final exam at the same time your child is ill.

How did you cope with the above? In the space below, describe your techniques for managing stress.

WHAT ARE YOUR STRESS SYMPTOMS

In the space below, identify how you feel stress. What are the physical and emotional signs that tell you your stress level is getting high? For example, feeling nervous and uptight, depressed, feeling like crying much of the time, tight muscles between the shoulders, feeling anxious, headaches, stomach aches, etc., can be symptoms of stress.

When you feel stress, how do you handle it? What do you do to manage or reduce your stress?

Does your method work for you? If it does, stay with it. If it does not, you'll need to try something else.

LEARN TO RELAX

Relaxation is a skill that can be learned. It takes a conscious effort to tell yourself that you need to stop and relax when you feel overwhelmed. Give yourself permission to relax and take some time out when you're feeling that you are overstressed.

FIND A QUIET PLACE TO GET AWAY

Find a quiet place to get away and spend some time alone. Sit peacefully and put all the stressful thoughts out of your mind. A quiet room or place where you can feel alone and peaceful is best.

Sometimes it helps to get away to a movie or to see some friends. Do what you need to get your mind off the things that are bothering you. Find out what works for you and use it.

MEDITATION

Meditation or peaceful thinking can help you relax and can get control of frustrations in your life.

There are different ways to meditate, but the basic practice is the same. To meditate sit quietly and concentrate on one thought. For example, focus your thinking on the words "Peace of Mind" repeat the words to yourself. Think of only words that are likely to make you feel more relaxed and peaceful. Another method of meditation is to think of something pleasant. Imagine a beautiful scene that is calming to you. Keep the image of it in your mind and breathe deeply and slowly and feel the tension leave your body. If you get distracted, gently move back into pleasant thought. Don't worry about how well you are doing it.

Do this for 10 minutes twice a day to help you control your stress. Choose thoughts that will bring you to a feeling of peace and harmony.

You can get more information about meditation from bookstores or from a meditation group in your community. Call and ask about books on meditation or join a meditation group.

EXERCISE

Exercise is a wonderful way to reduce stress. It helps to physically work out the tension and frustrations of the day. At the same time, it strengthens your heart and improves body circulation and physical conditioning.

Exercise at least three times a week for 20 minutes. This will also improve your muscle tone and help you lose weight. There are many aerobic classes that offer a regular routine of aerobic and muscle toning. Your physical education classes may be one possibility. Jogging is another form of exercise that is wonderful aerobically and for reducing stress.

Care must be taken when beginning any exercise program to prevent injury. Good running shoes help to avoid problems with knees. Check with your physician if you aren't sure what program would be best for you.

EAT A BALANCED DIET

Diet has been linked to stress. What you eat affects how you feel and respond to the demands of life. A balanced diet is an important help in reducing stress and giving you more energy to get through the day.

Stimulants such as caffeine and sugar can react with your body chemistry to increase your stress. There is also some evidence that caffeine and sugar may be linked to depression.

If you are feeling really down, you may want to take a look at what you've been eating. If you haven't been eating a balanced diet, you may want to shift to foods that make you feel good. Eat lots of fresh fruit, vegetables, and carbohydrates (pasta, potatoes, or rice). Avoid taking into your body any chemicals that might change your natural system. Fast foods often contain many additives that can make you feel more stressed.

Learning to manage your stress will make you a stronger and happier person. It will also help you cope with the changes in your life so they don't seem so difficult.

Managing My Time

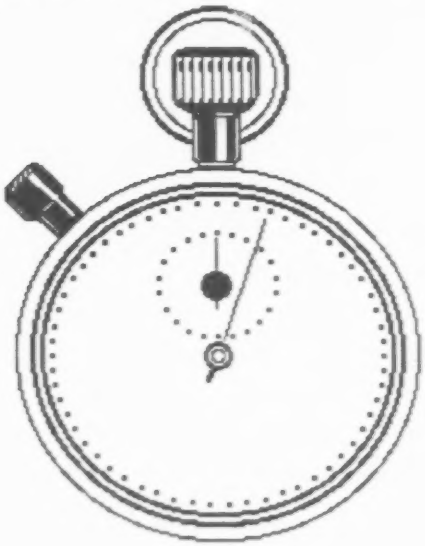
MANAGING TIME

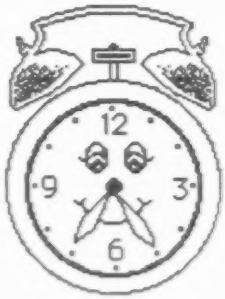
Each time in life when you experience change, you will need to reorganize your schedule to meet the demands of the change. Becoming a parent puts many new demands on your time. These demands will need careful planning so that you use your time in the best way possible.

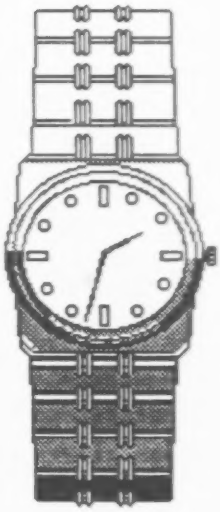
Using your time wisely is one way to put balance into your life. There are ways to plan your time so you get the most out of it. This section will work with you to do that.

If you plan your time carefully, you will find that you can do most of the things you want to do. People who are well organized tend to find the time they need, but planning is the important key.

Setting priorities and making decisions about what is important will help you organize and manage your time. It will help keep you from feeling overwhelmed.







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The first step to organizing your time is to create a list of things that need to be done in a day and the amount of time each task takes.

Secondly, set priorities by identifying those activities that are most important, of average importance and least important.

Thirdly, organize a schedule that plans time for the things you need to take care of.

Remember, you'll have to be flexible to do this. There may be some things that you will have to give up for now but they may be worked in later.

First create a list of things that need to be done in a day and the amount of time each task takes.

When you are thinking about these activities it might help to organize them into categories like:

Child Care - feeding, clothing, special time, babysitting

Home Care - housework, shopping, cooking

School - classes, study time, transportation to and from school

Clothing - laundry, repair, shopping (for you and your child)

Health Care - exercise, medical care for you and your child

Recreation - this is part of health care too, but includes entertainment, socializing with friends, or just taking time for yourself.

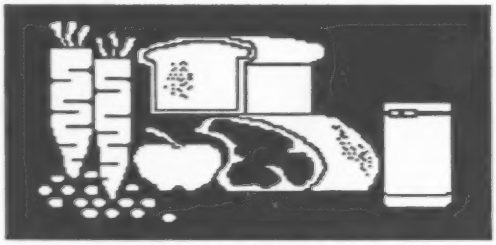
Create a list of things that need to be done in a day and the amount of time each task takes.

Some examples of these activities are:

health: exercise and medical care for you and your child
food: shopping, cooking, eating
clothing: laundry, repair, shopping (for you and your child)
school: classes, study time
recreation
money: living on a budget
sleep
housework
shopping
transportation

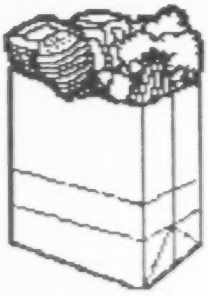
In the space provided, write in your daily activities. Organize them into the following categories:

Health care



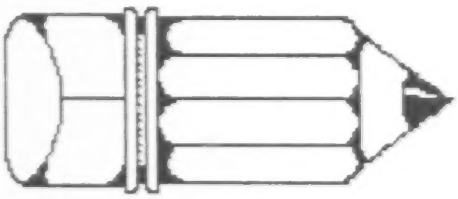
Child care

Food



Home care

School



Clothing

DAILY ACTIVITIES AND TIMES

In the space below, write in your daily activities, the amount of time it takes to do them, and the time of day in which you normally do them.

Activity	Time of day & amount of time

PRIORITY ACTIVITIES

Set your priorities. What are the most important things and the least important? List those activities which are most important first and those that are least important last.

Now go back and number each one starting with the number 1 as the most important until all have a number next to them.

MOST IMPORTANT ACTIVITIES

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

LEAST IMPORTANT ACTIVITIES

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Each day make a list of the things you need to do on that particular day. Early in the morning, when you are beginning your day, is a good time to do this.

Keep the list with you and remember to check it. When you've completed a task, check it off. You will have the feeling that you are getting things done. It helps you feel better about yourself if you can actually measure the things you do.

Your personal goals, both short-term and long-term, play an important part in making decisions about how you want to spend your time.

Try to keep in mind the goals you have set for yourself when you're planning your daily schedule.

On the next page is an example of a daily "to do" list. Try using it for a week to see if it helps you to get done what you need to do. After each task write a number rating it from 1 to 4, with 1 being the most important things to get done on that day.

Some things can be put off until a later time. For those activities that are less important and can be done at another time, write a 4.

DAILY 'TO DO' LIST

Date: _____

1 = priority, very important
2 = should be done as soon as possible
3 = not so important, can wait 'til later in the week
4 = not important this week

Task	Order of Priority Write a number between 1 and 4 to indicate its importance

TIPS FOR MANAGING YOUR TIME

1. **Planning** - "For every moment spent planning, you save three to four in execution."

2. **Set goals** - Make a list of things you want to do in the day (one day at a time).

3. **Set priorities** - Label each task, making the most important first and least important last.

4. **Set deadlines** - If a deadline has not been set for a task, set one. You will save time and work better when you know that something is to be finished at a given time.

5. **Discretionary time** - Discretionary time is **your** time to do with as you like. It is essential to your good health.

6. **Consolidate trips** - At the beginning of each day, try to determine where you have to go that day. Try to put trips together so that you can accomplish them all in one swing.

7. **Avoid small driblets** - Do not let time slip away in small pieces.

8. **Organize a work area -**

    a. **Desk Orderliness** - Keep only those things on your desk that are required for the immediate job. This avoids shuffling and mind wandering.

b. **Do one job at a time** - Work on one job until it is finished or you arrive at a point where you can stop and start again without excessive start-up time.

c. **A work place** - Try to find a place where you get work accomplished. This helps to establish a "mind set" for work and avoids delays in getting started. This applies to school work and any other "thinking" kinds of jobs you need to do.

9. **Learn to say, "No."**

Adapted from WINC Curriculum Guide, Northwest Regional Education Laboratory under contract with the Department of Labor--Women's Bureau, 1981, p. 449.

Tune into your body rhythms. There are times of the day when your energy is higher than other times.

If you can do the tasks that take high energy at the times of the day that you have high energy, you will feel much better about doing them.

Think about which times of the day that are the best time for doing certain tasks. For example if you exercise better in the morning than in the afternoon, think about how you can do it in the morning so you get the most out of it. If you like to exercise in the morning and there is a gym class at that time, it would be a good way to fit together your needs for exercise and your class schedule.

Everyone has a different body schedule, when their energy is at its highest and lowest. Do you know when your energy is high and low?

Knowing **when** you do your best at certain things is important in planning your activities and your time schedule. This way you can get the most out of what you do.

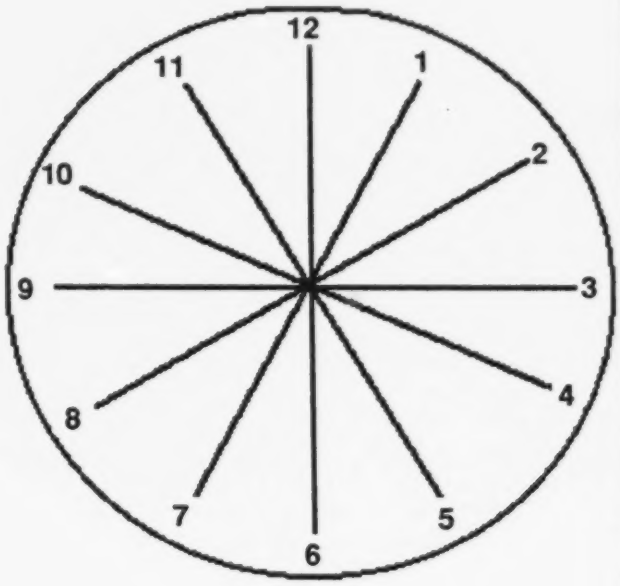
Spend a few days watching your "body energy cycle." When your energy is high, write it in on the clock page that follows. When your energy is low, write in the times that you feel low. The next exercise will help you identify your body rhythms so you can be aware of your energy levels during the day.

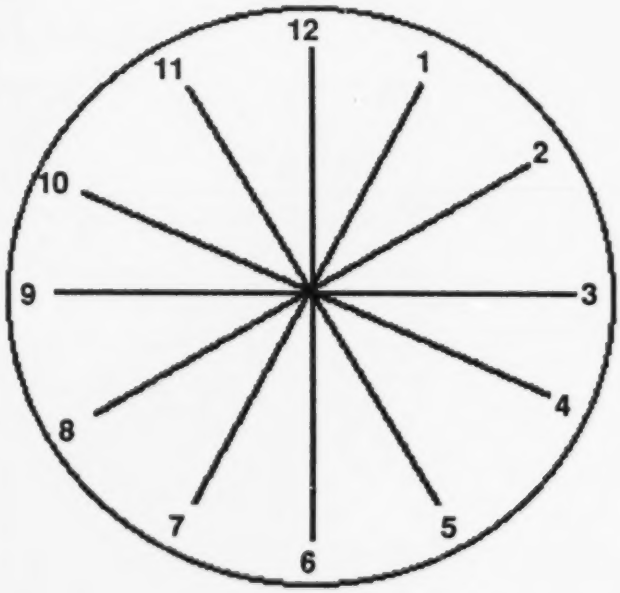
Note: What you eat has a lot to do with how much energy you have. If you eat a balanced diet of fruits, vegetables, proteins, and carbohydrates you will have more energy. Carbohydrates are especially good for giving lots of energy.

MY BODY RHYTHM ENERGY CYCLE

In the space provided, write in the times of the day when your energy is high and those times when it is low. Try to be as accurate as possible. You will need to watch your body for a few days to get used to your own energy cycle.

a.m.





p.m.

MANAGEMENT OF YOUR TIME

There is one thing which we all receive daily in exactly

the same amount -- time.

It is a unique resource.

It cannot be accumulated like money or stockpiled like raw

materials.

It cannot be turned on or off like a machine.

It is irretrievable.

We are all forced to spend it, whether we choose to or not,

at a fixed rate of 60 seconds every minute.

Thus, the problem lies within ourselves.

It is not how much we have but rather

what we do with the time we have -- how well we utilize our

TIME.

Adapted from WINC Curriculum Guide, Northwest Regional Education Laboratory under contract with the Department of Labor--Women's Bureau, 1981, p. 450.

Balancing My Budget

BALANCING A BUDGET

Imagine yourself five years from now. What kind of life do you want for you and your child? This section discusses money matters -- how much you will need for yourself and your child.

If you know ahead of time how much money you will need, you will be able to make better decisions about career choices for your future. Being well-informed about the cost of living will help you plan for your future.

For the following exercises you will be asked to do some research. It includes talking to people and using other resources like the newspaper. Family and friends can give you a realistic idea about what it will cost to support yourself and your family.

This is an important exercise because it will guide you in thinking about the kind of life you want to have. By choosing a lifestyle, you are setting goals for yourself and planning for the future.

What Will Your Life Be Like In Five Years

To get an idea of what you would like your life to be like in five years, answer the following questions. Fill in the blanks as you would describe yourself to someone.

In five years I plan to be married/single _____.

I will have (number of children) _____.

I will live in (name of city, town or rural location, state, country)

_____.

I expect to live in a (house, apartment, condominium, on a farm, etc.)

_____.

I expect to (rent/buy) my home _____.

I will own a car (yes/no) _____.

I will have completed (amount of education) _____.

I will be (indicate career/occupation) _____.

These are major life expectations. The following pages are worksheets to help you figure out how much money you will need to meet these expectations.

To estimate your expenses, check with people who can give you the costs for each section. Be sure to keep in mind that you want to know what it will cost to have the lifestyle you would like. When asking people for information, ask those who are living a similar kind of lifestyle and within their financial means. They know best what these costs are.

If you have problems with locating figures for these, ask the instructor for some suggestions where you might get some estimates.

Answer the following questions to know what you expect your life will be like in ten years. Fill in the blanks as if you are describing yourself to someone.

In ten years I will have _____ child/children.

I will live in (name of city, town, etc.)

_____

I expect to live in a (house/apartment/condominium)

_____

I expect to (rent/buy) my home _____

I will own a car (yes, no) _____

If yes, describe your care _____

These are some of the major expenses in life. Can you think of other things that will be a major expense for you? If yes, list them below.

_____

_____

_____

ESTIMATED COSTS PER MONTH FOR LIVING EXPENSES

1. HOUSING

First, let's work with housing. It is one of the largest expenses.

Given the number of people in your family, including you and your child, figure out how many bedrooms you will need. The number of bedrooms helps to know the size of house or apartment you need.

Check the newspaper want ads for information about costs for housing and figure out how much a house or apartment will cost for the number of bedrooms you want.

Ask family or friends about the benefits and problems with owning or renting a home. You should ask people who have bought their homes in the last 3 years so you have a realistic idea of what housing costs are. Ask them how much it costs per month to pay for a home as an owner or to rent. This will give you an idea (especially for homeowners) approximately how much it costs.

Monthly payment/rent	_____
Homeowners/renters insurance	_____
Property taxes	_____
Monthly housing expenses	$_____

2. UTILITIES

Utilities include heat, gas, electricity, water, sewage, cable T.V., and phone. Check with family and friends to get a reasonable estimate for how much they pay for utilities each month. Be sure to ask people who are living the kind of life you would like to live. Living in a cold climate can be much more expensive than a warmer climate.

Heat _____
Gas _____
Electricity _____
Water _____
Phone _____
Cable T.V., or other expenses _____

Utilities per month: $_____

3. MAINTENANCE

These are costs for repairs, laundry facilities, decorating, furniture, appliances, drapes, etc.

Maintenance costs per month: $_____

4. FOOD

You can find out how much food costs by talking to your parents, relatives, neighbors. They can give you an idea of what it would cost to feed you and your child for one month.

Include costs for eating out in restaurants, special lunches, etc.

Monthly food costs: $_____

5. PERSONAL

This includes costs for items such as clothing, makeup, and other personal hygiene products, for you and your child.

Monthly personal costs: $_____

6. CHILD CARE

If you are working full-time or are in school, you may need to pay for day care.

To find out what it costs, see the section on day care and call one of the certified day care providers for your area. The Department of Health and Social Services has a listing of certified day care centers.

Child care also includes baby-sitters. Special toys and gifts also must go into this section.

Day care/baby-sitting _____
Toys and gifts _____
Miscellaneous _____

Monthly costs for child care: $_____

7. HEALTH CARE

Whether or not you have health insurance through your place of employment, you will still have some health care costs. This can vary depending upon the kind of health insurance policy you have. Ask your parents what they pay for health care on a monthly basis.

This includes all costs for doctor and dental care, and prescription drugs for you and your child. You may have to estimate on this or check records you already have from previous medical expenses.

Doctor _____
Dentist _____
Drugs _____

Monthly costs for health care: $_____

8. EDUCATION

This includes costs for tuition, books, supplies, and transportation to and from school for both you and your child. Be sure to include any school-related activities that require special payments. For example, field trips and outings would be considered an educational expense if done during school time.

If you plan to attend school after you graduate from high school, you can find out what education expenses are like by checking the budget for a year at the University of Wisconsin. It is in the Resource Section under Education.

Monthly costs for education: $_____

9. TRANSPORTATION

Will you own your car or use public transportation? If you buy a car you will have to make car payments, pay car insurance, do regular maintenance, and purchase gasoline.

To find out the cost for car payments, call a car dealer in your city and ask what the payments would be for the car of your choice. Be sure to ask about costs for insurance and upkeep.

Car payments per month	_____
Upkeep and repairs per month	_____
Public transportation	_____
Auto insurance	_____

Total monthly transportation costs: $_____

10. INSURANCE

Health insurance, if at all possible, should be seriously considered. Most employers provide health and life policies with special rates. Check with family and friends to find out what they pay for health insurance. Or call an insurance company that sells health insurance and ask for some costs on a basic family policy.

Life insurance policies vary. Talk to a life insurance salesperson or to someone you know who has one to find out what they cost and what the benefits are. The purpose of life insurance is to provide money for your child's care if you die.

Health insurance per month	_____
Life insurance per month	_____

Total insurance per month: $_____

11. ENTERTAINMENT

Entertainment includes movies, concerns, dining out, hobbies, etc., for both you and your family. Estimate the amount you will need in a month to cover your expenses for entertainment.

Entertainment: $_____

12. SAVINGS

Monthly deposits in a savings account will give you the money you need for vacations, special purchases, or saving up for something big like buying a house. Try to put something in the bank once a month.

Savings per month: $_____

13. MISCELLANEOUS

Any other expenses that you expect should be listed under this category. For example, contributions to church or other organizations should be included here.

Miscellaneous costs per month: $_____

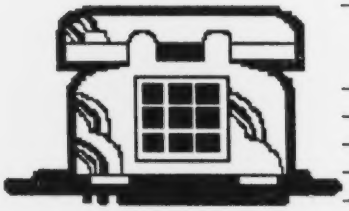
The next step is to take these figures and write them into the budget that follows. You have most of the work done already. These figures will give you a good idea of what living expenses are like and how to plan a budget.

NOTE: These are expenses that need to be met AFTER taxes and other deductions are taken from your paycheck. For example, if you need $1,000 a month for expenses, you will need to find a job with a salary/wage of about $1,300 per month.

Using these figures, write in the amounts in the appropriate columns under each item on the following monthly budget. Be realistic about your amounts for each item. Add up your total and this figure is the amount you will need each month. Multiply by twelve and you have the annual salary you require. Choose an occupation that can provide this income for you.

Sample Monthly Budget for Two People

HOME
- Rent/mortgage _____
- Taxes _____
- Insurance _____ $_____



UTILITIES
- Heat _____
- Water _____
- Electricity _____
- Gas _____
- Telephone _____
- Other _____ $_____

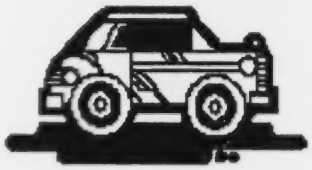
HOME MAINTENANCE
- Laundry _____
- Repairs/decorating _____
- Snow removal/yard work _____ $_____

FOOD $_____

PERSONAL $_____

CHILD
- Day care _____
- Baby-sitter _____
- Special gifts/toys, etc. _____ $_____

HEALTH CARE
- Doctor _____
- Dentist _____
- Prescription Drugs _____ $_____



INSURANCE
- Health _____
- Life _____
- Auto _____ $_____

EDUCATION
- Tuition _____
- Books _____
- Supplies _____
- Transportation _____
- Special events _____ $_____

TRANSPORTATION
- Car (gas, oil, repairs) _____
- Car insurance _____
- Bus, taxi, other _____ $_____

ENTERTAINMENT $_____

SAVINGS $_____

MISCELLANEOUS $_____

TOTAL $_____

Now you have an idea of what it costs to support yourself and a family. You can match your needs for income with the kind of skills you have when choosing an occupation. You may find that to increase your income you will need to get additional training first.

Does the career that interests you provide the income you need to support yourself and your family according to the budget you just figured out? If not, you may need to consider other options and possibilities for training.

Planning seriously for your future takes a lot of time and thought. To get the things you want out of life, you will have to plan carefully.

Establishing Paternity

ESTABLISHING PATERNITY

An important step you need to make as a single parent is to file for paternity. Paternity is the legal process for determining the father of the child. It establishes legal responsibility until the child is 18 years of age.

It is your child's right to know the father. Once you become a parent your responsibilities change. You are obligated to provide your child with information and/or access to the child's father.

Some of the reasons for establishing paternity include:

- it's your child's legal right to know the father
- the right and need to have medical records of the father,
- access to future earnings of the father to help support your child
- access to any disability payments,
- to enable you to establish eligibility for AFDC or Medical Assistance.

There are benefits to establishing paternity. Paternity allows the father to share responsibility for the child. The father can be required by law to financially support the child if he is able.

Custody of the child is automatically awarded to the mother unless the court orders otherwise. Unless you have reason to fear harm for yourself or your child, establishing paternity is an important step in taking responsibility for your child.

If you wish to apply for AFDC or Medical Assistance you will have to establish paternity in order to be eligible. To file for paternity you will be asked to:

- provide information about yourself, your child, and the father,
- present documents that may prove parentage,
- appear as a witness at court hearings,
- be available for blood tests,

A person from the State Office of Child Support may contact the person you name as the father before a lawsuit is filed to ask him if he is willing to establish paternity without a lawsuit. If he is, the parents will sign a form for the birth records of the child. If he refuses, the father will be served with a summons to appear in court.

For more information about establishing paternity contact your county Department of Health and Social Services Child Support Office nearest you. A listing of addresses and phone numbers for Wisconsin is in the Wisconsin Resource Directory for Single Parents.

Some questions you might ask yourself when considering paternity are presented in the following activity. Use the questions to help you make a decision for yourself and your child.

QUESTIONS ABOUT ESTABLISHING PATERNTIY

Answer the following questions in the space provided:

What is your responsibility to your child concerning information about the father?

What are your obligations to your child concerning establishing paternity?

Does the father plan to establish paternity willingly?

Have you already talked with the child's father about paternity and why it is important to you and your child?

What do you expect the response of the father of your child will be concerning paternity?

What are your concerns about establishing paternity?

What are the positive gains from establishing paternity?

How does your family feel about your establishing paternity?

How will your family influence your decision?

What long-range goals do you have for your child in terms of education and lifestyle?

What is your ability to financially provide for your child over time?

What might prevent you from establishing paternity?

Are you or your child in any danger (physical or emotional) if you provide information leading to the identification of the father of your child?

What will you tell your child about the father?

Do you know how to begin paternity proceedings (who to contact, what office, etc.)?

Are you willing and able to provide Social Service agencies information about the paternity of your child?

Preventing Child Abuse and Neglect

INFORMATION AND RESOURCES ON CHILD ABUSE AND NEGLECT

The responsibility of being a teen single parent can be very stressful. When experiencing stress people sometimes lose patience and feel frustrated. Physical, mental or emotional child abuse can result when this happens. Child abuse can happen outside of the family, too. Recognizing the signs and symptoms of child abuse can help you to act quickly to prevent further incidents.

This section provides information on how to recognize child abuse and prevent it. We will begin with some background information about child abuse.

Parents seldom abuse their children intentionally. Often, it is a reaction to stress and frustration, and not knowing where to turn for help with a problem. It can happen in any family.

FACTORS THAT MAY CAUSE CHILD ABUSE WITHIN THE FAMILY ARE:

- Parent is isolated, lacks friends and community contacts
- Parent was abused as a child
- Parent's partner gives little emotional support or help
- Parent has little sense of self worth, poor self-image, low self-esteem
- Parent has few "coping" skills, does not manage stress well
- Parent has unrealistic expectations of what child should be or do for that child's age and stage of development
- Family does not communicate feelings

Sometimes a particular event will happen which will cause a family to have more stress. For example, finding out that you do not have enough money to get through the month can cause enough stress to make you angry and frustrated.

Examples of other situations that may cause a crisis and stress in families are:

- Unemployment, poor housing, alcoholism, drug abuse, illness, death, separation;

- A small crisis or general tiredness and anxiety;

- Pressures from school, family, friends--people putting extra demands and expectations on you.*

Parents who were abused themselves as children are often more likely to abuse their children than parents who were not themselves abused. If you were abused as a child, you may want to check and see if you are repeating this behavior with your child. The cycle can be stopped. Child abuse can do severe emotional and physical damage to children.

Recognizing feelings that can lead to abuse of children and taking steps to prevent it is part of child abuse prevention.

On the next page is a list of ways parents sometimes feel that can lead to frustration, anger, and abuse.

How often do you feel like this? Respond to these questions as honestly as you can. They are provided to help you think about how you can prevent child abuse. Recognizing when you do feel these things can help you control your responses to them.

Source: The Rainbow Project, Inc., Madison, Wisconsin

SOME FACTORS LEADING TO ABUSE

Other parents have said they feel some of the ways mentioned below. Do any of these seem familiar to you? Check the space that indicates how often you feel this way.

1. I feel lonely and cut off from friends and community.

Often	Sometimes	Rarely	Never

2. I feel resentful and angry about all the changes in my life.

Often	Sometimes	Rarely	Never

3. I feel down on myself.

Often	Sometimes	Rarely	Never

4. I feel like hitting my child when I get angry.

Often	Sometimes	Rarely	Never

5. I feel trapped because I am missing out on things my friends are doing.

Often	Sometimes	Rarely	Never

What do you do when you feel any of the above ways? Write a short sentence about how you handle these feelings.

_____

_____

_____

If this sounds familiar to you, remember that you can reach out for help so that you don't have to handle it alone. Talk about your feelings with someone you trust (i.e., friends, family, relatives, clergy, doctor, etc.).

To get immediate help when you are feeling frustrated, there is a 24-hour listening line for parents and victims. It is answered by trained volunteers and is a 24-hour toll-free hotline of the national office of Parents Anonymous. The number is **1-800-421-0353.**

Source of help in your community is the local office of **Parents Anonymous.** Parents Anonymous is a free, directed self-help group for people who want to improve their relationships with their children.

Groups are confidential and meet one a week. Free child care is usually provided. Some groups keep their weekly meeting times and places secret to ensure members' privacy.

There may be other organizations in your community to help you with the stress of being a parent. Check with your county Department of Health and Social Services. Ask the representative what community organizations serve parents who want help with becoming the best possible parent they can be.

Remember that other parents have the same kinds of problems. You are not the only one feeling the stress of being a teen parent. Talk to other teen parents whom you know about how you are feeling and how angry you get.

Anger is useful when used to communicate hurt feelings or expressing needs. It should never be used to hurt someone. Instead of holding back your anger, you can learn to express it in positive ways that will not abuse people.

By expressing anger without hurting other people, parents teach their children how to express an angry emotion effectively and positively. (See the section on Communication for more information.)

TIPS FOR RESOLVING CONFLICT

Some additional tips to help relieve some of the stress caused conflict and anger with your child are described below. They can help you have a better relationship with your child.

Pay attention to signals from your child that something is wrong. She or he may be acting up because of a need for something. For example, she may need more attention and love than what she is getting from you. She becomes angry and acts up because she isn't getting it. This might be a sign to a parent that there is something wrong.

Some conflict is normal in any close relationship. Disagreements may actually bring about a closer relationship between you and your child. They can be an opportunity to resolve things that bother you and your child about the way you relate to each other. However, good communication skills between parent and child are essential for effectively resolving conflict.

Conflict and anger can be handled in a positive way depending on how you respond to it. Paying close attention to your child's position can help you better identify the problem. Your child will feel that s/he is being listened to. When you identify the problem you can find a solution that is good for everyone concerned.

Work with your child to find a solution to a problem. Sharing the experience allows you both to understand it better. It helps your child not to feel powerless in the situation. Feeling powerless can make people feel more angry and make the situation more difficult. Avoiding this will improve the outcome for both of you.

Allow your child to help make rules. It shows that you respect her/his rights, and it helps to reduce the conflict by sharing power. Continued misbehavior is a child's way of saying that something is wrong. Pay attention to the signals.

Some other suggestions that might be helpful for resolving conflict between you and your child in a positive way are:

LISTEN TO YOUR CHILD

Help her or him and try to understand what she is saying. While she is talking to you, be sure to stop and listen. You can show your child you are listening by looking straight into her eyes and repeating what she has said to you in a way that shows you understand. For example, you might say, "I hear you asking if you can go outside with Sima but you haven't finished eating your lunch yet. I want you to eat before you go outside."

ASK INSTEAD OF ORDERING YOUR CHILD TO DO THINGS

When you order a person to do something, you are not giving them a choice. This can make them feel powerless and cause them to react with anger.

Your child may more easily do as you ask if you make a request than give a command. Give praise and positive responses when your child does as you ask. It will lead to similar positive outcomes in the future.

Note: There may be times when an order is appropriate. For example, where safety is a concern, you as the parent have the responsibility to make a decision about how best to handle the situation. Making judgements about when to ask, and when to command certain behaviors, is part of learning to be a parent.

IGNORE REPEATED ANNOYING BEHAVIOR

If your child repeats a behavior that you find annoying, like whining, one way to stop it is by not responding to it. She will learn your expectations for good behavior if you show when you are pleased. She will also learn when annoying behaviors are not acceptable if you do not respond.

PREVENTING PROBLEMS

Praise your child for behaviors that please you. Tell her/him that you like what s/he has done. Praise can be a word, a gesture, or a facial expression such as a smile. Showing that you are pleased with a behavior will help your child know what you expect.

Teach your child new behaviors step by step. Are you expecting too much for her/his age? Tasks must be put into small steps. Make sure you are clear about what you want her/him to do. Reward each step.

Your are a role model for your child. S/he learns from the things that you do. You can teach behavior to your child by doing what you want her or him to learn. For example, if you want her/him to remove the dishes from the table after eating, do it yourself as a routine and show that you expect her/him to do the same. Over time, s/he will do it automatically.

Tell your child when you are teaching something new and you want her/him to pay attention to what you are doing. Then show her/him what you want her/him to do. Ask her/him to repeat it after you. Then praise your child.

When there is a special event coming up, talk to your child about it. Whether it is a fun event or something that can worry your child, explain what will happen. Help her/him figure out where s/he will fit into the event. Role play the situation before it happens by play acting the way you both think the event will happen and showing the child how s/he should act.

There are techniques you can use to help you get through a moment of frustration and anger. The next time you feel angry try to use these techniques.

- **Breathe deeply** a few times. Focus on your breathing and put all other thoughts out of your mind. You may want to put your child in a safe place while you take some time out to focus on relaxing.

- **Lie down** with your feel up and think about a peaceful scene that is pleasant to you. Try to imagine yourself in that setting and relax with how it would feel to be there. Give yourself at least five minutes with these thoughts.

- After you have relaxed, take a few more minutes to **think about why you are so angry**--is it really the child or is it some other factor that is frustrating you and making you angry? Are you taking out your frustrations with other things on your child?

- **Find a "time-out place"** for yourself (a chair or a corner of a room that feels good to you). Go to that space when you feel angry and are about to lose your temper. Find another place for your child can use for her/his time out.

- After you are calm again, be sure to **tell your child what made you angry.** Talk about how the two of you can keep it from happening again. Speak in a calm and loving tone.

- **Call Parents Anonymous** and talk about how you are feeling.

- See the section on Stress Management for more tips.

AN EXAMPLE OF A SITUATION THAT COULD LEAD TO ABUSE

Julie and her 3 year old daughter Emily are shopping. They have been walking for two hours and both are hungry and tired. Julie is frustrated because she doesn't have enough money to buy Emily a new pair of shoes.

Emily is crying and whining and having a temper tantrum because she wants to eat. They are in a store. Julie jerks Emily's hand, hits her behind, and tells her in an angry tone to stop crying. Emily begins to scream even worse and Julie grabs her and leaves the store.

What would have been a better way for Julie to handle her frustration and take care of Emily at the same time? How could Julie have prevented the situation from happening in the first place?

Harsh punishment is rarely effective. It can teach violence as a means to resolve anger. Children who are spanked often become resentful and distrustful.

APPROPRIATE WAYS TO EXPRESS ANGER TO A CHILD

Think about how a person expresses anger in destructive and nondestructive ways. What are some positive ways of expressing anger? In the space below describe ways that a parent can express anger to a child in a positive way. (Example: Tell your child that you are angry and need to take a few minutes to relax. Then sit down and take a few deep breaths.)

_____

_____

_____

_____

_____

_____

INAPPROPRIATE WAYS TO EXPRESS ANGER

What are examples of negative ways of expressing anger?

_____

_____

_____

_____

_____

_____

_____

_____

_____

SIGNS OF CHILD ABUSE AND NEGLECT

Child abuse can be physical, emotional, or result from neglect. Learn to recognize the following signs of abuse. If you feel that your child is being abused, contact the police immediately.

The most frequent victims of child abuse are between the ages of 0 and 4. Some of the signs of child abuse and neglect can be physical, sexual, and/or emotional.

Signs of physical abuse

- bruises, welts on face, neck, chest, back
- injuries in the shape of an object (eg., belt, cord)
- unexplained burns on palms, soles, back fractures that do not fit the story of injury
- delay in seeking medical help
- extremes in behavior: very aggressive or withdrawn and shy
- afraid to go home
- frightened of parents or family
- fearful of other adults

Signs of Emotional Abuse

- low self-esteem
- self-denigration
- severe depression
- aggression
- withdrawal
- severe anxiety
- failure to learn

Signs of Neglect

- poor hygiene, odor
- inappropriately dressed for weather
- needs medical or dental care, glasses or hearing aid
- left alone, unsupervised for long periods of time
- failure to thrive, malnutrition
- constant hunger, begs or steals food
- extreme willingness to please
- frequent absence from school
- arrives early and stays late at school, play areas, or other people's homes

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Source: U.S. Department of Health and Human Services, Office of Human Development Services, Administration for Children, Youth and Families, National Center on Child Abuse and Neglect, Washington, D.C.

AWARENESS AND PREVENTION OF CHILD SEXUAL ABUSE

Child sexual assault and abuse occurs when family members, friends, strangers, or others in a position of power or control over the child, have sexual contact with or sexually exploit the child. Sexual abuse can be touching and nontouching acts.

Sexual abuse of children is a forbidden and disagreeable topic. It is a very uncomfortable and painful subject for most people to discuss or acknowledge. When faced with such a frightening, widespread, and difficult problem, there is a tendency to minimize or discount it. Discounting child sexual assault/abuse occurs at four different levels:

Nonexistence - "There isn't much of a problem!"

Insignificance - "The consequences are very small."

Insolubility - "Even if there is a problem, it can't be solved!"

Helplessness - "I'm only one person; what can I do?"

Child sexual assault/abuse is the most complex form of child abuse. Age, power, and exploitation are some of the sensitive elements that need to be taken into account. Sexual assault and abuse can be defined as any of the following:

- sexual touching, activity, or behavior that may be emotionally or physically harmful to a child;
- sexual activity or behavior that exploits a child in order to meet another person's sexual or emotional needs; or
- sexual activity to which the child cannot reasonably choose to consent or refuse because of age, understanding, or relationship to offender.

Sexual assault/abuse involves physical contact and may or may not include penetration. Some kinds of abuse have no direct physical contact. For example, requiring a child to look at the genitals of an older child or adult or, requiring a child to expose oneself, does not involve physical contact.

Sexual abuse includes unwanted touching, fondling, oral-genital contact, intercourse, sexual threats, innuendos and comments about a child's body, and forcing a child to touch adult body parts in a sexual manner.

Sexual abuse may involve a single incident, but it is more likely to include many incidents over a longer period of time.

YOU CAN HELP SOLVE THE PROBLEM

The following is only a partial list of ways in which you can become involved:

- Become aware of programs available to help children learn to decrease the risk of becoming victims.
- Become aware of existing resources and networks.
- Offer legislative support as an individual or as part of a group.
- Join a Neighborhood Watch Program.
- Be an "approachable adult" - an adult who considers it a crisis when a child says, "I don't feel safe," and is willing to take action on the child's word alone.*

While existing resources vary from one community to the next, many communities contain at least some of the key resources. Listed below are those agencies and the services they provide:

County Departments of Social Services - investigate child abuse and neglect reports, provide services to victims and their families, assessment, and possible referral for legal action. See the listing in the Resource section for your county office address.

City Police Departments - Investigate child abuse and neglect reports.

County Sheriff's Departments - Investigate reports.

Rape Crisis Centers - Provide information, referral, counseling, and advocacy.

Parents Anonymous and Similar Groups - Provide information, referral, counseling, and advocacy.

Mental Health Agencies - Provide information, referral, counseling.

District Attorney's Offices - Provide referral, counseling, and prosecution.

Hospitals - Provide referral, counseling and treatment.

Family Service Agencies - Provide referral and counseling.

CONTACT PEOPLE AND PHONE NUMBERS OF LOCAL RESOURCES FOR CHILD ABUSE AND NEGLECT

NAME OF AGENCY	CONTACT PERSON NAME & ADDRESS	PHONE NUMBER

PREVENTION OF CHILD SEXUAL ABUSE

If you think that your child has been sexually abused, call any of the agencies listed for help.

Perhaps the most critical child sexual prevention strategy for parents is good communication with your children.

- Talk to your child every day and take time to really listen and observe. Learn as many details as you can about your child's activities and feelings. Encourage her or him to share concerns and problems with you.

- Tell your child that some adults may try to hurt children and make them do things the child does not feel comfortable doing. Often, these grown-ups will tell the child that their activities are "a secret" between themselves and the child.

- Explain that some adults may even threaten children by saying that their parents may be hurt or killed if the child ever shares the secret. Emphasize that an adult who does something like this is doing something that is wrong.

- Tell your child that even adults whom they know, trust, and love, or someone who might be in a position of authority (like a babysitter, an uncle, a teacher or even a policeman), might try to do something like this.

- Try not to scare your children -- emphasize that the vast majority of grown-ups never do this and that most adults are deeply concerned about protecting children from harm.

Source: U.S. Department of Health and Human Services, Office of Human Development Services, Administration for Children, Youth and Families, National Center on Child Abuse and Neglect, Washington, D.C.

IF YOU THINK THAT YOUR CHILD HAS BEEN ABUSED

- Believe the child. Children rarely lie about sexual abuse.
- Praise your child for telling you about it.
- Show your child your love and support. Children who are sexually abused often are afraid it was their fault. It is extremely important that your child understand that she or he is not to blame.
- Your reaction is very important. Take care to remain calm but firm about contacting the police and support people.
- Report the facts to a social services agency or the police immediately.
- Find a physician experienced and trained to recognize sexual abuse. Seek a special medical examination for your child. Community sexual abuse treatment programs, childrens' hospitals, and medical societies may be sources for referrals.
- Talk with other parents to find out if there are unusual behavior or physical symptoms in their children.
- Remember that taking action is critical because if nothing is done, other children can be at risk. Child sexual abuse is of community interest and concern.
- Make sure your child knows that if someone does something confusing to them, like touching or taking a naked picture or giving them gifts, that you want to be told about it.

Source: U.S. Department of Health and Human Services, Office of Human Development Services, Administration for Children, Youth and Families, National Center on Child Abuse and Neglect, Washington, D.C.

LOOK FOR PHYSICAL AND BEHAVIORAL SIGNS OF SEXUAL ABUSE

Children who may be too frightened to talk about sexual assault may show physical and behavioral signs. Any or several of these signs may be important. Parents should assume responsibility for noticing such symptoms, including:

- Extreme changes in behavior, such as loss of appetite;
- Recurrent nightmares or disturbed sleep patterns and fear of the dark;
- Fear of a person or an intense dislike at being left somewhere or with someone;
- Aggressive or disruptive behavior, withdrawal;
- Failing in school;
- Pain, odor, or itching in genital areas;
- Bruises, bleeding, or discharge in genital areas;
- Difficulty walking or sitting, frequent urination, pain;
- Stained or bloody underclothing;
- Venereal disease;
- Refusal to take part in gym or other exercises;
- Poor peer relationships;
- Unusual interest in sex for age;
- Drastic change in school performance;
- Runaway or delinquent behavior,
- Regressive or childlike behavior;

Finally, do not blame yourself. Sexual abuse is a fact in our society. Individuals who molest children work in jobs and community activities that give them access to children. The vast majority of abuse occurs in situations where the child knows and trusts the adult.

Do your homework well, but remember a community and national consciousness is needed before we stamp out child sexual abuse.

Source: U.S. Department of Health and Human Services, Office of Human Development Services, Administration for Children, Youth and Families, National Center on Child Abuse and Neglect, Washington, D.C.

Obtaining Child Care

A GUIDE TO CHILD CARE

This section is about child care. It discusses some feelings you may have, (feelings that are common to many mothers) about putting your child in day care. It also includes information about choosing a day care.

Take your time in choosing the kind of child care you need. A list of items to consider when choosing a day care is included in this section. Use the list to help you decide which is the best place for your child.

Often parents have mixed feelings about leaving their child with a child care provider. Some people experience feelings of guilt about not staying home to care for their child. Many parents feel that even though they would like to stay home with their children, they are financially unable to do so.

Other parents have said they prefer to work because of the positive feeling they get from working. If they have a strong and positive identity because they are working and self-sufficient, then they can be better parents.

The idea that one parent stays at home and the other works to support the family represents only a very small percentage of American families. The numbers of single-parent households has increased greatly. Many single parents are faced with problems of child care.

Society reflects the growing need for single parents to work. There is now much less social pressure to maintain the "traditional" role of staying home to care for children. The numbers of single working parents will continue increase. With the majority of parents in the work force, child care has become their helpmate.

TYPES OF CHILD CARE

There are several kinds of child care. They are:

1) **In-home care** where a person comes to your home to stay with your child;

2) **Family day care** where a member of your family takes care of your child; and

3) **Center-based care** where you take your child to a day care setting.

Some people use more than one kind of day care and find that a combination of the three is best for their needs.

For example, you may use a day care setting some of the time, but also rely on family and/or friends in your support network for some child care.

At the end of this section is a list of regional Department of Health and Social Services Day Care offices for counties in Wisconsin. If you contact your regional office, they can provide you with a list of licensed day care providers and day care centers in your area.

You need to do some careful checking when you choose day care. Here are some things to look for when making your choice.

Note: There is limited infant day care available in child care centers. If you can find a good in-home provider with whom you feel comfortable, your child will receive the time and attention an infant requires.

As your child grows, s/he will need planned activities and experiences. Public, non-profit daycare centers offer excellent programs. They are usually well-regulated and supervised, and teachers are experienced in giving support and direction to your child's development.

First Consider these three factors:

1. THE TYPE OF CARE THAT IS BEST FOR YOUR CHILD

2. SAFETY

3. COST

If you need day care for an infant, look for a place in which you feel your baby will be cared for safely and with love. Your infant is completely dependent, and you need to be sure that your baby is receiving safe and loving care.

For toddlers, look for day care that encourages exploration and curiosity in your child. Learning in a safe environment where your child is moving around constantly is important for this age group.

For preschool children, you will want day care that will allow your child the freedom to ask questions and get them answered, and where your child will learn through play.

The following checklist from the U.S. Department of Health and Human Services will help you make a decision about child care. When you visit a day care setting, watch for these things. After your visit, check the box for the items that are provided. After you have completed the list, go back and check for items that are not provided. Are they important enough for you to decide NOT to use that particular day care setting?

THE CAREGIVER

____ Warm and friendly

____ Calm and gentle

____ Has a sense of humor

____ Someone with whom you can develop a relaxed, sharing relationship

____ Someone your child will enjoy being with

____ Feels good about herself and her job

____ Has child-rearing attitudes and methods similar to your own

____ Treats each child as a special person

____ Understands children at different stages of growth

____ Has the right materials and equipment on hand to help them learn and grow mentally and physically

____ Provides activities that encourages children to think things through

____ Accepts and respects your cultural values

____ Encourage good health habits such as washing hands before eating

____ Talk to the children and encourage to express themselves in creative ways

____ Have art and music supplies suited to the ages of all children in care

____ Seems to have enough time to look after all the children in her care

____ Help your child to know, accept and feel good about him or herself

____ Helps your child learn to get along with and to respect other people, no matter what their backgrounds are

____ Provide a routine and rules the children can understand and follow

____ Take time to discuss your child with you regularly

____ Have previous experience or training in working with children

____ Have a yearly physical exam and TB test

CAUTION: As you seek quality care, don't be afraid to recognize inadequate care. Some things to look for include:

- facilities that do not seem safe to you,
- harsh speaking tones and/or discipline used by the provider,
- if the provider seems impatient or uninterested,
- or if anything else bothers you.

FOLLOW YOUR INSTINCTS

There are many child care providers. Look until you find one you like. When you place your child, make an agreement with the provider that the arrangement depends on everyone's satisfaction. If at any time, the day care situation does not work for you, the child, or the provider you will want to look for another provider. Let the provider know that you want to prevent any hurt feelings.

AND IF YOU HAVE AN INFANT OR TODDLER

____ Seems to enjoy cuddling your baby

____ Cares for your baby's physical needs such as feeding and diapering

____ Spends time holding, playing with, talking to your baby

____ Provides stimulation by pointing out things to look at, touch, and listen to

____ Provides care you can count on, so your baby can learn to trust her/him and feel important

____ Cooperates with your efforts to toilet train your toddler

____ "Child proofs" the setting so your toddler can crawl or walk safely and freely

____ Realizes that toddlers want to do things for themselves, and helps your child to learn to feed and dress him or herself, go to the bathroom, and pick up his or her toys

____ Helps your child learn the language by talking with him or her, naming things, reading aloud, describing what s/he is doing, and responding to your child's words

AND IF YOUR CHILD IS A PRESCHOOLER

____ Plans many different activities for your child

____ Joins in activities herself

____ Sets consistent limits which help your child gradually learn to make his or her own choices

____ Recognizes the value of play and encourages your child to be creative and use his or her imagination

____ Helps your child feel good about him or herself by being attentive, patient, positive, warm, and accepting

____ Allows your child to do things for him or herself because s/he understands that children can learn from their mistakes

____ Helps your child increase his or her vocabulary by talking with him or her, reading aloud, and answering questions

AND IF YOUR CHILD IS SCHOOL AGE

____ Gives your child supervision and security, but also understand his or her growing need for independence

____ Cooperates with you to set clear limits and expectations about behavior

____ Understands the conflicts and confusion older school-age children feel about sex, identity, and pressure to conform

____ Allows your child to make choices and gradually take responsibility while maintaining reasonable limits

____ Helps your child follow through on projects, helps with homework, and suggests interesting things to do

____ Listens to your child's problems and experiences

____ Respects your child when he or she expresses new ideas, values, or opinions

____ Sets reasonable and consistent limits

____ Understands the conflict and confusion that growing children sometimes feel

____ Provides your child with a good adult image to admire and copy

DOES THE DAY CARE HOME OR CENTER HAVE...

____ An up-to-date license, if one is required

____ A clean and comfortable look, with enough space indoors and out so all the children can move freely and safely

____ Enough caregivers to give attention to all of the children in care

____ Enough furniture, play things, and other equipment for all the children in care

____ Equipment that is safe and in good repair

____ Equipment and materials that are suitable for the ages of the children in care

____ Enough room, cots or cribs so the children can take naps

____ Enough clean bathrooms for all the children in care

____ Safety caps on electrical outlets

____ A safe place to store medicines, household cleaners, poisons, matches, sharp instruments, and other dangerous items

____ An alternate exit in case of fire

____ A safety plan to follow in emergencies

____ An outdoor play area that is safe, fenced, and free of litter

____ Enough heat, light, and ventilation

____ Nutritious meals and snacks made with the kinds of food you want your child to eat

____ A separate place to care for sick children where they can be watched

____ A first aid kit, fire extinguishers, smoke detectors, covered radiators, protected heaters, strong screens or bars on windows above the first floor

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Source: A Parent's Guide to Day Care, U.S. Department of Health and Human Services, Publication no (OHDA) 80-3025.

CHILD CARE INFORMATION

If you decide to use a day care center, there are some things to know that can help you choose the right one for you.

An important factor in a child care decision is the quality of care your child will get. To ensure that you are making the best possible decision, visit several day care settings before making a decision. Talk to the day care provider and try to get a sense if she or he is the person you want to care for your child.

Ask questions that are important to you. Let the day care provider know that you expect a certain kind of care for your child.

Before visiting a center make a list of questions that you feel are important in your decision. The list of items following this section can help you put together some of your questions.

When talking to day care staff persons be assertive about your concerns, values, parenting style, etc.

Talk to the person who will be with your child during the day. Check the home or the center environment. Ask about the program and the kinds of activities for learning that are provided. What is their child care method--does it fit with your own values about child care?

For example, will your child learn to feel good about herself/himself? Will s/he learn about different cultures and ethnic backgrounds, how to get along with others, to share, etc.?

Did you know that parents have the strongest influence on their children, even if the child is in a day care setting full time?

Sometimes parents may feel uncomfortable with another person influencing their child's opinions and behavior.
However, it is a fact that you, as the parent, are the most important person in your child's life.

It is **your** values and opinions that will play the most important part in your child's growth.

The Department of Health and Social Services (DHSS) has offices throughout the state that can provide you with a list of licensed day care providers in your area.

DHSS provides financial support for day care services to low and moderate income families. Funds are available through AFDC and through a Work Incentive Program.

The purpose of this financial aid is to help families achieve self-sufficiency for parents who are either working or in training programs. See the section on AFDC in RESOURCES for more information on services provided and eligibility requirements for state-funded financial support.

If you qualify for AFDC, ask your social worker how you can receive financial support for day care while you are working or in a training program.

Addresses and phone numbers for the Wisconsin Department of Health and Social Services Day Care offices are provided in the Wisconsin Resource Directory For Single Parents. Use this information to help you identify a child care provider.

YOUR RESOURCES FOR CHILD CARE

Who currently helps you with child care? In the space below, write in the person/agency that provides child care for you. List the times that child care is provided and list the cost, if any.

PERSON	AMOUNT OF TIME	COST

FAMILY (Father, Mother, Relatives)

NOTE: Parents and relatives are helpful but do you think of them as "built-in" baby-sitters?

CHILD'S OTHER PARENT (or family)

FRIENDS

DAY CARE (Include cost per week)

Examine the list and determine if the amount of child care you now use is sufficient. Are there stresses and strains on these resources? Will you be able to count on these resources for a long time or are they limited to when you finish high school?

How will you handle day care after you have graduated from high school and are working? Will your needs for child care change at that time?

Look at the cost of day care. Will the job you will be seeking provide you with enough income to pay your child care expenses?

If not, check out the section on Higher Wage Occupations for some options that might provide you with a career that pays higher wages.

Funding for day care may be available to you. Check with your County Department of Health and Social Services (DHSS) to see if you qualify for child care under Aid to Families for Dependent Children (AFDC). Ask one of the social workers if you qualify for child care payments.

Another source of funding for child care may be found through various training programs for teen and single parents. Some arrange for child care to give you free time to participate in training for employment programs. Some school districts provide child care and transportation while you are in school.

What are your backup resources for childcare?

The following activity is to help you prepare for those times when your normal system for child care cannot be used. This will give you a chance to think ahead and decide what you will do in case this happens.

On the next page, write in the resources and alternatives you would use if your child care provider were unable to care for your child while you need to be in school or work.

BACKUP CHILD CARE OPTIONS

If my child care arrangements are not available to me for a day or two I would:

- stay home and take care of my child myself.
- call another relative (grandmother, aunt, uncle) to see if she/he can take care of my child for the day.
- check with another teen parent who is a friend to see if she/he can help out.
- ask the other parent to take care of the child for the day.

Other child care arrangements I can make are:

_____

_____

_____

_____

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CONCLUSION

You have completed the Life Skills Workbook. Review the information when necessary to help you make choices for your personal growth.

The skills you develop for yourself will guide you to building a future for you and your child. Use your personal resources and strength to make the changes you feel are necessary to be a healthy, happy, and loving person and parent. Good Luck.

TEEN PARENTING RESOURCES:

CAREER SURVIVAL KIT FOR TEEN EDUCATION AND EMPLOYMENT

...a curriculum package to help teenage parents balance the dual roles of parent and wage earner, attain marketable job skills, explore nontraditional occupations, make decisions about employment, career options, and the world of work. The Kit can also be used with youth who are at-risk in school programs and community-based organizations. The workbooks were pilot tested in secondary schools. Package components are designed for youth and staff. Materials are designed for active participation using awareness raising activities to build skills that will help the student make the transition to the world of work.

LIFE SKILLS WORKBOOK: A GUIDE TO PERSONAL GROWTH

...teaches skills necessary to take control and manage one's life. Topics include Support Network, Self-Awareness/Esteem, Values, Decision Making, Stress Management, Time and Money Management, Child Care, and Child Abuse and Neglect.

CSK201 ..... **$12.50**

RESOURCE DIRECTORY FOR SINGLE PARENTS

...identifies educational options and information, financial aid resources and programs for employment and training. Financial resources such as AFDC, WIC, WEOP, and services from city or county Departments of Health and Social Services are described. These resources can be found in most states and many communities. While the listings are specific to one location, they serve as illustrations of the kind of help that is available throughout the nation.

CSK204 ..... **$6.50**

OCCUPATIONS DIGEST

...provides descriptions of 400 occupations including wage information, work places, method of entry, working conditions, moving up in the job and worker comments. It is written at an easy reading level and includes graphic illustrations throughout the book. This book is used as a resource for the **Career Planning Workbook.**

CSK206 ..... **$36.00**

PERSONAL CHOICES PERSONAL POWER

...activities focus on sexual rights and responsibilities, sexual decision making, short and long-term goals, relationships and goals, consequences of pregnancy. Pressure "lines" and assertive responses are included with examples of how to say no.

CSK202 ..... **$6.50**

STAFF USER GUIDE FOR TEEN PARENT PROGRAM PLANNING AND IMPLEMENTATION

...provides information and resources for staff working with teenage parents.
Topics include: Statistics on teenage pregnancy and parenting, characteristics of teen parents, information on dropout prevention strategies and resources, issues concerning specific groups, e.g., minorities, teen fathers, rural/urban factors, model programs and strategies.

CSK205 ..... **$12.00**

PREP

...is a 54 page activity book designed to help individuals look at their interests and abilities as they relate to work. It includes activities on interests, school subjects, education and training, abilities, work methods, physical effort, job location, mobility, industries, budgeting, values, decision making and examining occupations. This activity book is used in conjunction with the **Career Planning Workbook.**

CSK207 ..... **$3.00**

CAREER PLANNING WORKBOOK: FROM ASTRONAUT TO ZOOLOGIST

...emphasizes the need to plan for the future. Activities explore the concepts of family and career, women and the world of work, the need to plan, higher wage occupations, career information resources, legal rights and discrimination, sexual harassment and employability skills and attitudes.

CSK203 ..... **$12.50**

RESOURCES FOR STRENGTHENING TEEN PREGNANCY AND PARENTING PROGRAMS

...contains information and materials for staff beginning programs as well as those maintaining programs. This resource: 1)identifies programming barriers, needs, and strategies, 2) provides a program inventory and needs assessment instrument, and 3) includes a catalog of current program resources. Educators successful in working with these students and administering programs generated the content for this publication.

CSK208 ..... **$12.00**

VIDEOTAPE SERIES (2 tapes - 1/2" VHS Format)

"Teenage Parents: Making It Work"
...companion visual for the **Life Skills Workbook.** It follows a teenage mother through a day and raises issues concerning needs and provides the solutions teen mothers have found successful.

CSK200V1 ..... **$59.00**

"Breaking Out: Career Choices for Teenage Parents"
...companion visual for the **Career Planning Workbook.** It introduces the concept of higher wage occupations. The video shows former teenage parents in nontraditional occupations, teens currently parenting and in school, and women in nontraditional jobs. The video provides positive role models of women in nontraditional/higher wage occupations and shows successful parents as teens and adults.

CSK200V2 ..... **$59.00**

CSK300 Complete Kit includes all the products listed above **$219.00**

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